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ABSTRACT

This manual was developed to help supplemental teachers dealing with special needs vocational students, especially in Missouri. The manual provides information on the role of the supplemental teacher, definitions of various types of special needs students, and tips on the following topics: (1) eliminating attitudinal barriers hindering students who are members of special populations; (2) maintaining rapport among supplemental and assigned vocational teachers; (3) writing vocational plans; (4) working with students who are disadvantaged; (5) working with students who have limited English proficiency; and (6) working with students who are disabled. Resources and appendixes make up most of the manual. Resources listed include a description of the Missouri Instructional Materials Laboratory, instructional materials for special populations, Missouri Vocational Resource Center, Missouri LINC, Missouri Special Education Dissemination Center, resources for assistive devices and accommodations, additional resources, and a directory of organizational resources for people with disabilities. Six appendixes contain the following: the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, and other legislation; support services/curriculum and equipment modification; how to write and use learning activity packages; written vocational plans; supplemental teacher recordkeeping; and a vocational planner's guide to the Perkins legislation. (KC)

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Support for Vocational Students of Special Populations

A Manual for Supplemental Professional Personnel

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Support for Vocational Students From Special Populations

A Manual for Supplemental Professional Personnel

Iva V. Presberry

Missouri Department of Elementary and Secondary Education
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FOREWORD

What a wonderful, wacky, strange and unusual time we live in! In spite of civil conflicts in remote segments of the world, the earth is experiencing the greatest semblance of peace and unity encountered in centuries. There is talk of a "new world order" and of "world community." Spellbound, we watched a play-by-play account of the high-tech Saudi conflict on our home television sets. Who could have predicted the fall of the Berlin Wall? The nations of the world banded together to coerce South Africa into abandoning apartheid. Much of Los Angeles burned in violent response to perceived racial injustice. A major piece of legislation (The Americans With Disabilities Act) is in place to protect the civil rights of persons with disabilities, and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 has been designed to help boost the country's economy by providing education and training to its citizens with the greatest needs, individuals who are members of special populations.

To help ensure the ultimate success or even survival of our way of living in America, we must maximize the production of every individual. An estimated 1.6 million jobs have been lost since the recession began in the mid-1990s (*Fortune*, February 1992). We are faced with a worldwide recession, and in America, a four-plus trillion dollar debt. Congress believes that rapid technological advances and global economic competition demand that youth entering the workforce have increased levels of skilled technical education preparation and readiness. By the year 2000, an estimated 15,000,000 manufacturing jobs will require more advanced technical skills, and an equal number of service jobs will become obsolete. Future workers will need to learn new skills, many of which are not being provided by existing education programs. Every professional serving individuals who are members of special populations is charged with preparing them for the challenges of the '90s and beyond.

INTRODUCTION

The first edition of this manual was developed in response to requests from supplemental professional staff instructors in the state of Missouri. These instructors are approved to work in area vocational-technical schools and comprehensive high schools, as well as in junior and community colleges where students who are members of special populations are enrolled in vocational training problems.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392, provides grant funds to be used for supplementary services designed to meet the needs of special populations. This position is one of many supportive personnel positions needed to meet the challenges of the new Act.

The Missouri Vocational Administrative Planning Guide, 1992, pages 9 & 10, says that the supplemental professional staff instructor may be used to assist regular vocational teachers. This assistance may be necessary in the provision of instruction related to the occupation(s) for which the students are in training. Additional instruction may be necessary for students to benefit from such training. **The qualifications for the supplemental professional staff position** include a minimum of a Missouri vocational teaching certificate in the occupational area(s) assigned or a Missouri teaching certificate in Industrial Arts.

THE ROLE OF THE SUPPLEMENTAL TEACHER

Assist Students Who Are Members Of Special Populations.

Lawmakers working to reauthorize the Perkins Act wanted to ensure that students with the greatest needs were served through federal allocations. The supplemental teacher plays an important role in enabling the student who is a member of a special population to remain in the regular classroom or lab with other students.

Maintaining a supplemental instructor is cost effective in that it eliminates the need to duplicate classrooms and labs to provide appropriate training and education. These students receive the same instructions at the same rate as all other students and are provided additional individualized assistance to increase the potential for success.

Serve On The IEP Development Team When Students With Disabilities Plan To Enroll In A Vocational Program.

The supplemental teacher can provide a valuable service to the IEP development team. The reauthorized Perkins Act requires that vocational education planning for individuals with disabilities be coordinated by appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies. The IEP development team is one segment of the required effort. The supplemental teacher may work with each of these entities if requested to do so.

In the state of Missouri, the vocational institution is usually represented in the IEP development meeting by the Vocational Resource Educator (VRE). The VRE acts as a resource at all levels of vocational and applied technology education on behalf of individuals with disabilities who have potential for vocational education. The VRE functions are comprehensive, far-reaching, and flexible. The supplemental teacher may need to serve on the IEP team in cases where: no VRE is employed in the district; the VRE is not available; or more detailed information is needed.

Under old legislation much emphasis was placed on enrollment and successful program completion. Current legislation goes beyond successful completion to transition or preparation for the workforce and successful adult life. The supplemental teacher could be very helpful in the development of transitions plans for the IEP.

Work With VRE, Counselor And/Or Assigned Teacher To Make Minor Modifications In Shop Or Laboratory As Needed.

In most cases, the VRE or counselor is the first person in vocational education to become acquainted with the student from a special population. The VRE or counselor should notify regular teachers that a student from a special population will be enrolling in their classes and should specify the kinds of assistance or modifications needed. Once this occurs, the supplemental teacher will be expected to work with staff persons to make the necessary modifications and preparations. Such modifications include those which can be made in a matter of a few hours or days; for example, rearranging the classroom, shop, or lab so that the passageways may be maneuvered by a wheelchair user. Modifications may include lowering a table or raising the table so that a wheelchair can easily be rolled under, allowing the student to have use of the table top. Any major modifications should be considered long-term projects and consequently become a part of the institution's goals and objectives as services needed by potential students are anticipated. (See Appendix B for other modifications and support services.)

Work In The Vocational Classroom And Shop Or Laboratory Concurrently With The Assigned Teacher(s).

When the first Carl D. Perkins Act became law, the emphasis on the provisions of vocational education changed for many students. Previously, many individuals who were disabled or disadvantaged received education and training in segregated programs and self-contained classrooms. The Act placed emphasis on mainstreaming, or having students from special populations integrated with all other students. The reauthorized Act goes even further. It places greater emphasis on services to special populations; however, all of America will benefit as funds are channeled to specific programs for the purpose of improving vocational technology and developing a work force that can compete internationally. The philosophy of this legislation is that we should not focus on challenging only our best and brightest, but that every American has something to contribute as we work toward improving our economy.

The supplemental professional instructor can provide the vital elements needed as progress is made toward making the purpose of the Act a reality. "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of **all** segments of the population. This purpose will principally be achieved through concentrating resources and improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

Again, by providing individualized instructions, the supplemental professional teacher makes it possible for the students from special populations to succeed in an integrated classroom. The students remain in the classroom, shop, or lab with students they will later be required to compete or collaborate with in the workforce. The results should be greater resources to strengthen integrated training sites, fewer individuals needing public assistance, and better trained workers from special populations. Not only will their skills and knowledge be enhanced, but, through daily interactions, their level of confidence will be heightened as the mystique of the competition is removed.

Work With Students One-To-One Or In Small Groups.

The supplemental teacher works in the vocational classroom, shop, or lab with members of special populations individually or in small groups. Another teacher is in charge of the total class. The "total class" includes students who are members of special populations, as well as all other students enrolled. The regularly assigned teacher is still responsible for students from special populations. However, the supplemental teacher is responsible for zeroing in on problems that individual students from special populations may be experiencing.

Provide Instructional Assistance To Students From Special Populations Who Are Experiencing Difficulty.

Students who are disabled or disadvantaged and possess the potential to succeed in a vocational training program without assistance at a rate commensurate with the regular class or group should be encouraged to do so. When the student with a disability or a disadvantage has difficulties, the supplemental teacher should be available to provide the necessary instructions and assistance. Once the student is presented vocational concepts, the supplemental teacher should observe the level of mastery. If the student fails to grasp any of the concepts, the supplemental teacher is responsible for helping the student achieve mastery. As soon as possible, the student should rejoin the regular class.

Make Every Effort To Get Students Back On Track And Up With The Class.

Students with disabilities whose conditions cause them to learn at a slower-than-average rate, as well as students who are academically disadvantaged, may find themselves in a constant state of "catch up." The supplemental professional instructor should be very careful to not allow students to continually lag behind. This could result in the creation of a separate "special populations class within a class." Not only would this hamper the progress of the students, but it would also be in direct contradiction of the purpose for the Perkins Act.

These students should be encouraged, empowered, and/or gently pushed to integrate fully with the rest of the class. Without such support, these students may very well be forced to be trained in separate self-contained classes. Others may give up all together. This strategy of placing an additional teacher in the classroom is also emerging in many special education programs.

Develop Alternative Strategies For Motivating Students From Special Populations To Learn.

Alternative learning strategies may be helpful tools to stimulate students' motivation. One example of an alternative learning strategy is the use of learning contracts. Students may contract with their teachers to learn concepts or competencies with the goal of developing marketable skills. These specific skills lead to more specialized job placement than the traditional broad and general ones. The terms of the contract for students with disabilities can be decided upon during the IEP meeting or with the VRE. Students with disabilities and educational disadvantages may develop a contract with the help of the vocational counselor or either instructor. The lessons or concepts should be planned so that students receive the needed remediation or preparation at a time when the total class is covering concepts not included in the contract for students from special populations. Effort should be made to keep the students from special populations mainstreamed and learning alongside the total class.

Assist The Regular Instructor To Accomplish Successful Integration Of Academic And Vocational Education.

The supplemental instructor should work with the regular teacher to make sure that all vocational graduates are equipped with a strong development and use of problem solving skills, as well as basic and advanced academic skills. These may include skills in the areas of mathematics, reading, writing, science, and social studies needed in a technical setting. Students from special populations and all other students should have adequate experience in and understanding of all aspects of the industry the student is preparing to enter. These could be complex issues such as planning, management, finance, technology, industry, labor, and government. They may also need to be prepared to discuss health, safety, and environmental issues. To fully develop these competencies with students in a self-contained setting would be nearly impossible.

Assist Assigned Teacher With The Modification Of Curriculum To Fit Student Needs.

When the focus for learning goes beyond courses and programs to concepts that will be required during employment, the individualized preparation may appear overwhelming. The knowledge base of students in any setting can be very broad. The supplemental teacher has a responsibility to aid the acceleration of learning for students from special populations. Ideally, they should not fall below minimum expectation while working toward maximum attainment of skills and knowledge.

The supplemental teacher would be wise to identify concepts or competencies that the student cannot master at the same rate as the rest of the class. Then, effort should be made to devote time to the modification of curriculum to fit student needs. Students experiencing difficulty may need to have study guides, have permission to use calculators, submit written reports instead of oral, take oral tests instead of written, have important points highlighted in their textbooks, or use a curriculum supplement that breaks instructions down to a more basic level. Be sure to include the regular teacher in setting the framework for modifications and keep the teacher informed about modifications implemented. The regular teacher should know that the student from a special population is as much his/her responsibility as the other students enrolled. The supplemental teacher, however, will be there to address the unique needs of these students. (See Appendix B for more information on curriculum modifications.)

Seek Information Detailing Student Strengths, Weaknesses, Interests, And Needs.

The earlier identification is made of the student's level of functioning, interests, and needs, the more time is available to appropriately plan. Moreover, the probability for success is greatly increased. To accomplish this, supplemental professionals need to have access to students' assessment data as they evaluate each student's potential for success. Assessment data may be obtained from the vocational counselor, VRE, vocational evaluator, teacher, or vocational director. Instructors should begin by building on each student's strengths. This process is the best guarantee that students will experience success. Once students achieve success, the work toward minimizing weaknesses will accelerate.

Keep Daily Records.

Keeping good records becomes crucial in the education of special learners. Record keeping samples are found in Appendix E. The supplemental professional staff person should select the forms that meet his/her needs and the needs of the students. If none of the enclosed satisfy, an appropriate method can be developed or adopted. Each instructor should keep in mind the time needed for record keeping, how much information is needed to track and predict the progress of each student, and to which method he/she will be most devoted. (See Appendix E.)

Develop Learning Packets As Needed To Instruct Or Provide Remediation.

There are concepts in every technical program that tend to be more difficult for some students to grasp. The supplemental teacher can help by preparing learning activities that give the student the extra practice and remediation needed to master these concepts. The supplemental teacher could develop learning packets. Ideas for learning packets can be found in numerous instructional manuals and are available commercially. (See Appendix C.)

Encourage Independence By Teaching Students Resourcefulness.

Too often, students who are members of special populations are viewed as overly dependent on support staff and others. Dependency should be discouraged by teaching these students to be resourceful. At the same time, vocational and support staff should not add to the student's obstacles. They should be available to address the student's genuine needs.

Guide students toward resourcefulness. Show students how to gain insight into a teacher's style of teaching. Most students are able to observe or listen to an explanation once or twice and reach a conclusion. Students who are members of special populations may need to be convinced that it is all right to spend extra time with the teacher or others to get a better understanding of what the teacher meant by what was said. As the student studies, he/she may need to learn how to transfer related information or techniques from one learning setting or subject to another. Learning to identify the author's style of writing, as well as learning to preview textbooks by use of topics, subtopics, summaries, check-up questions, and study guides, may make a significant difference in the amount of success the student experiences once left to study alone. Another resource the students should be aware of is the vocational or school staff. Students need to be made aware of the types of services provided by the VRE, counselor, placement specialist, director, librarian, and others. They need to know how these individuals can help them.

The student from a special population may need more instruction on appropriate behavior, dress, and self direction relative to the potential employer's expectations. The student who is a member of a special population needs to know what skills he/she possesses, what jobs he/she can perform, and how this relates to potential employment. A multitude of techniques may be utilized in teaching students resourcefulness. Some students will be able to handle more instruction toward independence than others. Much discretion is required of the supplemental professional staff person.

Work With Support Staff To Determine The Needs Of Each Student.

Support staff may include: counselors, placement coordinators, VRE's, etc. Each of these individuals can be a valuable resource to the supplemental teacher. They can provide assessment information, suggestions for instruction and modification, tips for employment preparation, helpful materials, and employment leads. They can also make reference to service agencies and important people. Likewise, the supplemental teacher can be a valuable asset. When all vocational staff work cooperatively, the students and everyone else benefit greatly.

Support Youth Leadership Organizations While Encouraging Individuals From Special Populations To Become Involved.

The supplemental professional staff may find that they have more flexible schedules than the regular teachers. If this is the case, it may provide an opportunity for greater involvement in youth leadership organizations. Students from special populations should be encouraged to participate fully. It is not uncommon for these individuals to produce winning projects in youth leadership and skill competitions while following customary rules and guidelines.

Assist In The Job Placement Process For Students From Special Populations.

In job placement activities, and most other activities, individuals who are members of special populations should make use of the services available to all students. They should go through the regular job placement procedure. The supplemental teacher, VRE, and/or counselor should provide assistance to the job placement specialist, if required.

Often more preparation is needed to successfully place students with disabilities. The placement specialist may not be trained to adequately advise these students. Therefore, students who are disabled need to be knowledgeable of their disabilities, be aware of the responsibilities of the potential employer, understand what information they may need to share concerning each disability, and be prepared to explain what, if any, accommodations will need to be provided in order to adequately perform the job.

The supplemental teacher and other knowledgeable staff could provide inservice training for the placement specialist and others.

DEFINITIONS

Supplemental professional staff persons should be aware of the definitions associated with the provision of services to individuals who are members of special populations, as stated in the Carl D. Perkins Vocational and Applied Technology Education Act. Select definitions are as follows:

- The term **"special populations"** includes individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

- **"Adults in need of training and retraining"** include individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate degree, but which are not designed as baccalaureate or higher degree programs; and individuals who have already entered the labor market, or have completed or left high school, and who are not described above.

- **"Criminal offenders"** are individuals who are charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

- The term **"disability"** means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individuals, a record of such an impairment, or being regarded as having such an impairment.

- **"Disadvantaged"** means individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such terms include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

- **"Displaced homemaker"** means an individual who:

  1) is an adult; and

  2) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills;

  3) has been dependent on public assistance or on the income of a relative but is no longer supported by such income;

4) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or

5) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or

6) is described in this paragraph and is a criminal offender.

- **"Economically disadvantaged"** family or individual means such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

- **"Homemaker"** means an individual who is an adult, and has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

- **"Incarcerated youth"** means any person under the age of 18 who is charged with or convicted of any criminal offense and is serving in a correctional institution or center.

- **"Limited English proficiency (LEP) individual"** means individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians and Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reasons thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

- **"Native American"** includes American Indians participating in vocational education programs.

- **"Single parent"** means an individual who is unmarried or legally separated from a spouse; and has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

- **"Supplementary Services"** means curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

- **"Technology Education"** means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impacts of technology, including its organizations, techniques, tools, and skills, to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power, and energy.

- **"Vocational education"** means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other baccalaureate or advanced degrees. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. This term also includes applied technology education.

- **"Vocational student organizations"** means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purposes of instruction in vocational education at the local level.

TIPS FOR ELIMINATING ATTITUDINAL BARRIERS AGAINST STUDENTS WHO ARE MEMBERS OF SPECIAL POPULATIONS

Many well-intending special populations educators and other persons feel that they do the best service for students who are members of special populations when they make every effort to conceal the students' disabilities. For this reason, it has been a practice at many schools to not identify students who are members of special populations. This is intended to give the students equal chances to succeed on their own without ridicule or sympathy from teachers or students. Often the teacher is not notified when a student with a disability enrolls; therefore, the student's needs are neglected until failure is approaching. The unfortunate component in this whole scenario is that some students with disabilities have remained hidden for so long that they welcome the encouragement from other persons to continue hiding. The chapters of these peoples' lives are filled with climactic and anticlimactic episodes of hiding, failure, rejection, and low self-esteem. By no means is it recommended that persons with disabilities wear their disabilities on their sleeves nor on banners across their chests. Nevertheless, hiding only creates unnecessary stress that compounds from one obstacle to the next.

The first step in breaking down attitudinal barriers requires professionals who serve individuals who are members of special populations, parents, other educators, and the students themselves to accept the disabilities. It is all right to have blond hair. It is all right to wear glasses. It is all right to have brown skin. It is also all right to have a disability.

Susan Anderson created Hal's Pals. These are dolls with disabilities. Dolls with disabilities can be purchased from some major catalogs. These dolls were named for Hal O'Leary, the world-renowned director and founder of the Winter Park sports and recreation program for persons with disabilities, located in Colorado. For more than 16 years, O'Leary has taught thousands of people how to ski despite their disabilities. Hal's Pals dolls are often used to put on disability awareness programs. Their major theme is "I'm glad to be me." These dolls with disabilities demonstrate how much children with disabilities are like all other children. The dolls have hobbies and are actively involved in various activities and organizations. As children with disabilities use the dolls to interact with others, they end up discussing their disabilities in a charming matter-of-fact way.

Ignorance and fear play a large part in forming and maintaining attitudinal barriers. **Efforts should be made to make all teachers and students aware of disability characteristics, especially if these teachers and students will encounter people with disabilities in their schools or classrooms.** A Vocational Resource Educator (VRE) may be willing to come into the classroom to discuss what a VRE does in regard to students with disabilities. Perhaps this would provide an opportunity for exchange of information that leads to building disability acceptance and better relationships. Once the teachers' and students' questions are answered, they will feel more relaxed and are usually more accepting. They will probably worry less about saying or doing something to a person with a disability that could be offensive.

Support for Vocational Students of Special Populations

The Americans with Disabilities Act of 1990 has certainly raised high hopes for eliminating attitudinal barriers for persons with disabilities. This far-reaching legislation will provide consistent, enforceable protection from discrimination against individuals with disabilities. Over the past several decades, we have seen public accommodations increase by leaps and bounds. Persons with hearing losses, especially deafness, have gained in the area of public accommodations. For example, teletypewriters are available for the first time in major catalogs, the state of Missouri has its telephone relay service in place, and TDD devices can be found near public phones. With awareness and provision of services, persons from special populations will gain greater acceptance.

Maintain a sense of humor. Individuals from special populations like jokes made in good taste and having a good time just as anyone else does. Seize every opportunity to provide interaction for persons who are members of special populations with the general populace. Every student should be seen as an integral member of the group and not as an isolated intruder or odd individual.

Be sensitive and tactful when talking with students.

Example of what not to say:

- Teacher: Don't feel bad, Sue. You got a "D," but you did better than some of the other kids, and you are handicapped. They are not.

Example of a better way to encourage:

- Teacher: Although you got a "D," Sue, you got two more points than you did on the last assignment. Keep trying.

Help students who are members of special populations understand that all people learn at different rates. No matter how hard we try, there will always be people who achieve at a greater and lesser degree. Therefore, it is best to compete with ourselves.

TIPS FOR MAINTAINING RAPPORT AMONG SUPPLEMENTAL & ASSIGNED VOCATIONAL TEACHERS

Some vocational teachers are resistant to having supplemental teachers in their classrooms. This could be due to several factors. Some teachers may be afraid that their teaching will be criticized or that their authority over the classroom will be usurped. **The administration has the primary responsibility for informing other teachers of the role and function of supplemental teachers**. The instructor should be assured that he/she will benefit greatly from the cooperation of the team effort. However, the supplemental teacher should be prepared to provide this information as well.

Some of the following approaches may be helpful in developing greater rapport among regular and supplemental instructors:

- Give recognition or praise for activities the instructor performs which benefit students (i.e., new curriculum developments, talking individually to students, giving extra help, etc.).

- Help the instructor build knowledge of functional limitations of students who are members of special populations.

- Describe learning problems and possible solutions, rather than using labels such as mentally retarded or learning disabled.

- Share success stories.

(See "The Role of the Supplemental Teacher" for other suggestions pertaining to working with instructors.)

TIPS FOR WRITING VOCATIONAL PLANS

Of all the titles given to the written vocational plan for students who are members of special populations, only one is nationally recognized and has the force of federal law. Public Law 101-476, Individuals with Disabilities Education Act (I.D.E.A.) (the amended 94-142), requires that an individual education program (IEP) be developed and maintained for each child with a disability between the ages of 5 and 21. The purpose of the IEP is to assure that children who are disabled receive an education that meets their specific needs.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392, collaborates with special education by requiring the same form (the IEP) be maintained for student with disabilities who are enrolled in vocational and applied technology education programs. More specifically, it requires that vocational education programs, services, and activities be provided for individuals with disabilities in the least restrictive environment and, whenever appropriate, be included as a component of the individualized education program (IEP). The IEP should also provide a plan for transition from school to post-school employment and career opportunities.

The IEP and other vocational plans must note the results from assessment of each student's interests, abilities, and special needs with respect to their successful completion of the vocational education program in the most integrated setting possible.

The IEP is designated as the appropriate vocational plan to use for students with disabilities. Vocational goals and objectives should be added to this plan when the student has interest in and potential for completing a vocational training program.

For students with disadvantages, the individual vocational education plan (IVEP) was adapted from the North Dakota State Board for Vocational Education, Bismarck, North Dakota. Since that time many Missouri special populations educators have developed other acceptable models for the written individual vocational plan (IVP). (VRE Manual, 1987)

THE SUPPLEMENTAL TEACHER'S ROLE IN DEVELOPING THE VOCATIONAL PLAN

May Serve On The IEP Development Team When The Student Plans To Enroll In A Vocational Program.

The Perkins Act requires that vocational education planning for individuals with disabilities be coordinated among appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies. Additionally, vocational education must be monitored to ensure that students with disadvantages and students of limited English proficiency have access to such education in the most integrated setting possible. Moreover, the requirements of the Act must be carried out under the general supervision of individuals who are trained to work with students who are members of special populations. To satisfy these requirements, the VRE, counselor, and others may need to request the participation of the supplemental teacher during the development of the IEP.

Be Aware Of The Competencies Required For The Specific Occupational Area Assigned.

The knowledge of a supplemental teacher can be very valuable to all persons involved with the IEP. Many students have little information about the programs they plan to enter. They do not know what is expected nor what employment opportunities may be available upon completion of their vocational program. Although VREs and counselors have general knowledge of all vocational training areas, the development of the IEP could be greatly enhanced by the more in-depth knowledge of the supplemental staff person.

Be Aware Of The Classroom, Shop, Lab Environment, Equipment, And Curriculum.

The resourceful supplemental professional instructor should develop and maintain written plans for modifying the shop or lab for students who are wheelchair users if the area is not already accessible; consider the type of modifications needed for other students with disabilities: deaf, blind, learning disabled, etc.; know where resource persons and materials may be accessed; and find out the kinds of equipment that are available or helpful to students with special needs in the assigned occupational area. Sharing this information when appropriate is a great asset.

Use Information Gained About The Student To Help The Committee Decide On Modifications.

Before modifications can be made in the vocational training program curriculum, several steps must occur. First, the long-range objectives for the vocational training program must be identified. In other words, when a student completes the training program, what will he/she be prepared to do?

Next, the short-term objectives must be identified. The instructor would sequentially list all of the activities or competencies that should be accomplished in order for a student to realize the long-term objectives. Continuing, all of the instructional units that comprise the short-term objectives should be outlined. Finally, the instructional tasks should be analyzed.

Students from special populations realize more success when instructional tasks are performance based. Through analysis, one can determine what the student is actually required to do and not what the student is asked to read or write about doing. With these four steps completed, the curriculum can be tailor-made to the needs of the special learner. (Scott, John L., and Sarkees, Michelle Donnelly. *Vocational Special Needs: Preparing T & I Teachers*. Alsip, Illinois: American Technical Publishers, Inc., 1982)

Have A Broad View Of Potential Employment/Placement Opportunities.

Parents and students who are members of special populations want to know what they can expect in regard to employment once the vocational training program is completed. If appropriately placed, the student from special populations will enroll in a vocational training program for which he/she has potential to succeed and acquire skills which lead to gainful employment.

May Assist In The Development Of The Vocational Goals And Objectives.

Once the framework for curriculum modifications is completed, developing vocational goals and objectives for students from special populations becomes easy. The vocational school representatives serve as a vital link to the development of appropriate vocational plans.

COMPONENTS OF THE IEP/IVEP/IVP

Components Of The IEP For Students With Disabilities.

1) A statement of the present level of educational performance

2) Annual goals and short-term instructional objectives

3) Specific educational services to be provided; include when services will begin and how long they will be needed

4) The extent to which the student will participate in regular educational programs/activities

5) A transition plan, designed within an outcome-oriented process, that promotes movement from school to post-school activities

6) Notation from an annual evaluation describing whether objectives are being achieved

Components Of The Individualized Vocational Education Plan (IVEP) For Other Students Who Are Members Of Special Populations.

1) Assessment results: interests/abilities/unique needs

2) Justification for early entry into vocational education training (if appropriate)

3) Annual goals: vocational training

4) Long range goals: transition plan

5) Annual review to determine progress toward goal

6) Student schedule: Four-year plan for high school or 2+2 Tech-Prep plan. (See legislation section for more details on tech-prep activities.)

Components Of The Individual Vocational Plan (IVP) For Other Students Who Are Members Of Special Populations.

1) Assessment results: interest/abilities/unique needs

2) Student schedule: Four-year plan for high school or 2+2 Tech-Prep plan

3) Curriculum/equipment modifications needed

4) Annual review of vocational plan

5) Long- and short-term goals and objectives

(See Appendix D)

TIPS FOR WORKING WITH STUDENTS WHO ARE DISADVANTAGED

Before effective instructional strategies can be planned for working with students who are disadvantaged, the instructor must gain an understanding of the characteristics of students from special populations. As the characteristics are observed, both positive and negative, the instructor will need to understand how these students' physical, economic, emotional, and environmental conditions impact on academic and vocational success. The perceptive instructor will recognize the positive characteristics of these students and capitalize on them in planning and executing instructional strategies. In like manner, the instructor should be sensitive to the causes for the negative characteristics as activities are planned to help the student cope, transform, and overcome the negative effects of his/her characteristics. As the supplemental teacher reviews the following information, he/she should keep in mind that each student is an individual. Not every recommendation is intended to be used with each student, nor are the characteristics intended to describe each student. These are ideas which may be considered as plans are developed.

Negative Characteristic:

- Students who are members of special populations may be apprehensive when they enter the vocational training environment.

Positive Characteristic:

- They have a capacity for close and loyal personal relationships, especially with peers.
- A positive mutual respect will evolve when an instructor succeeds in winning their confidence and trust.
- They have the ability to quickly detect insincerity.

Teaching Strategies:

1. Do all you can to eliminate fear and anxiety.
2. Let the student know that you are there to help.
3. Talk "with" the student, not "down to" the student. The relationship should be:

   This: Instructor ↔ Student
   Not This: Instructor
   ↓
   Student

4. Offer praise when it is earned.

5. Encourage students at every opportunity.

6. Learn the student's name at first contact and use the name he/she prefers. Example: "Ricky" instead of Richard.

Negative Characteristic:

- Students from special populations often lack self-confidence due to "failure syndrome."

Positive Characteristic:

- Successful experiences stimulate them.

- When students perceive tasks as being useful to them, they will work hard and competently.

Teaching Strategies:

1. Give recognition.

2. Assure success by providing tasks with short attainable goals.

3. Give students added responsibilities as they demonstrate they can manage them.

Negative Characteristic:

- Students who are members of special populations may become bored easily or may have short attention spans.

Positive Characteristic:

- In their areas of interest they can be creative, motivated, and proficient.

Teaching Strategies:

1. Make reference to experiences that are a part of the student's daily life.

2. Refer to occupational or life situations that relate to the student's home or community environment.

3. Vary assignments and teaching techniques in order to keep the student interested and motivated.

4. Plan and execute assignments with the student's assistance.

5. Use various teaching aides.
6. Present information in a clear and logical manner.
7. Use meaningful repetition.
8. Reinforce each experience with a practical application activity.

Negative Characteristic:

- Often, students from special populations cannot understand the relationship of school to long range goals.

Positive Characteristic:

- Most of the students have high regard for occupational training programs.
- They are impressed and motivated by their need for occupational training.
- They are more oriented to practical concepts and activities than abstract ones.

Teaching Strategies:

1. Work with the student to develop short-term and long-term goals.
2. Help the student relate vocational training tasks and concepts to future employment.
3. Make sure the goals are written in a clearly understood format.
4. Provide the student a copy of the goals.

Negative Characteristic:

- Students from special populations may have work habits that impede their employment and upward mobility.

Positive Characteristic:

- They are loyal to those they feel they can trust.
- They take great pride in carrying out responsibilities they feel they can successfully handle.

Teaching Strategies:

1. Help the student develop job-keeping skills such as punctuality, dependability, pride, and satisfaction in a job well done.
2. Incorporate these skills into daily shop or lab task performances.
3. Keep written assignments short and specific.
4. Give students practice with following written instructions.

Negative Characteristic:

- Many individuals who are disadvantaged have poor communication skills.

Positive Characteristic:

- They are very perceptive to non-verbal communications.
- They are very articulate in non-standard English.

Teaching Strategies:

1. Provide technical vocabulary building activities.
2. Try role playing employer/employee situations. Stress the dos and don'ts of effective communications.
3. Provide activities to improve listening, speaking, and writing skills.

Negative Characteristic:

- Many students who are disadvantaged have poor reading skills.

Positive Characteristic:

- They often have high interest in areas directly related to fulfilling their needs.
- They respond well to immediate gratification.

Teaching Strategies:

1. All reading materials should be on or near the student's reading level.

2. Make the student aware of techniques to help him/her be a more effective reader. One such technique includes the following steps:

   - Before reading, have the student survey the whole chapter or unit.
   - Survey by reading the titles and sub-topics.
   - Look at pictures or diagrams.
   - Read through and review questions.

- Using this technique, the student previews all the "pieces to the puzzle." He/she will start to read with a purpose in mind and an idea of where he/she in headed instead of stumbling into information as the reading progresses. Many other techniques are available. Seek them out and choose one that is most appropriate for the student.

Negative Characteristic:

- Students who are disadvantaged may have personal habits and standards that conflict with the acceptable image of business and industry.

Positive Characteristic:

- They become loyal and productive employees or learners when they feel they are being treated fairly.

- With on-going encouragement and positive role models, they can adapt appropriate habits and standards.

Teaching Strategies:

1. Provide activities that identify business standards.
2. Help the student identify his/her training needs.
3. Provide activities which expose the student to the business world.
4. Provide opportunities for group interaction.

Footnote: Adapted from "Characteristics of the Disadvantaged that Affect Learning." Author unknown.

TIPS FOR WORKING WITH STUDENTS WHO HAVE LIMITED ENGLISH PROFICIENCY

As with any instructional situation, in order to be effective the teacher must have some basic knowledge of the learner's background. In the case of students with limited English proficiency (LEP), the regular instructor, supplemental instructor, and total vocational staff may need to put forth extra effort to gain the knowledge needed to help the student succeed.

The total vocational staff should learn as much as possible about the student's native culture and use every opportunity to help instill pride in that culture. When a student who has LEP leaves his/her native land and enters the vocational or educational environment in this country, he/she often feels a lessening self-worth and ineptitude ("I can't succeed. These American students are smarter than I am.") The parents may share the student's fears, as they feel baffled as to how to help affect a positive change. As time passes and the student progresses, he/she will start to adapt to the new environment and, in doing so, may tend to reject the "old ways." This sometimes results in the rejection of his/her own family. The school counselor or supplemental teacher could help the student realize a more wholesome transition into the new culture.

Consider the following suggestions while working with students who have LEP:

- Communication occurs in four levels: receptive (understanding spoken language); verbally expressive (speaking the language); perceptive (the ability to read the language); and manually expressive (writing the language). Writing is always the last phase and should never precede the first three levels of communication.

- Be aware of the previous academic and vocational levels of the students. The assessment mandate for Carl Perkins equally applies to students who have LEP. Current levels of functioning are important.

- Always teach new concepts along with familiar concepts. Use the following to help students master concepts:

  1) Provide recognition or understanding of concepts by using models or demonstrations.

  2) After recognition is accomplished, use repetition to reinforce knowledge.

  3) Give the student who has LEP opportunities to practice each concept.

  4) Provide opportunities for the student to use transformation sentences which express concepts in appropriate English form.

5) Finally, the student should be able to produce the tasks which demonstrate the knowledge gained.

- Be aware of the English language skills needed to perform the job. Keeping in contact with employers and current resources will allow the instructor to stay abreast of terms and knowledge that relate to new technology.

- Be aware of the student's native language and use it along with English to teach the various concepts. As the student progresses, use less of the native language.

- When it is not possible for the instructor to use the student's native language, he/she should make use of volunteers from the community who are fluent in the student's language or hire bi-lingual tutors/interpreters.

- Develop a curriculum with consideration given to the entry level skills of the learner who has LEP problems. Consideration should include the following:

  1) With the student's involvement, develop specific performance objectives that are based on manual and verbal skills.

  2) Assure that the content is appropriate to what the learner needs to know to master the objective. Avoid overwhelming the student with "nice to know" but unnecessary information.

  3) When selecting instructional materials and equipment, be sure that they: (1) relate to the program objective; (2) utilize both English and the language of the student; (3) provide for individual differences; and (4) are free of sex and cultural biases.

  4) Identify methods and techniques that actively involve students who have limited English proficiency in the learning process, provide opportunities to practice the new skills, and finally, chose techniques that are compatible with the student's cultural and learning styles. Games and role playing are often effective techniques.

- Assist in identifying and securing actual job commitments for qualified trainees.

TIPS FOR WORKING WITH STUDENTS WHO ARE DISABLED

Through the process called learning, individuals acquire wisdom, knowledge, and/or skills. Most disabilities in some way distort or limit an individual's ability to receive, process, and act upon information. Thus, the learning process is hampered. There are three basic channels for receiving information. They are visual or seeing, auditory or hearing, and tactile-kinesthetic or the touching and muscle sense. In other words, students receive information for learning by seeing, hearing, and touching.

In students with disabilities, one or more of these channels for learning may be impaired or missing. In other students who are disabled, all channels may be present, yet they are still not able to adequately process information through the available channels. Whatever the case, when learning is impeded because of a disability, teachers need to adjust their teaching strategies in such a way that students are able to receive the information necessary for learning to take place.

There are many resources available to advise educators on techniques for working with students who are disabled. Most of them contain sound, accurate information. Supplemental Professional Staff and others should familiarize themselves with as many references as possible. A decision can then be made in regard to the best reference for students in a particular school or location. A few suggestions follow. See the appendices for additional assistance.

Communication

- Be Active:

    1) Look for indications that the student is receiving the message;

    2) Observe students for signs that the intent of the message is being understood;

    3) Be cognizant of non-verbal messages; and

    4) Be an active listener by letting the student know you are interested.

- Be Honest:

    1) Make positive/factual statements about students' performances; they are more appreciated than flowery, overemphasized flattery; and

    2) Follow through on promises.

- Be Fair:

    1) Use nondiscriminatory language;

2) Be sensitive to differences in verbal communication;

3) Be clear concerning rules, penalties, and rewards; and

4) Communicate in a manner that does not humiliate or demean the student.

Provide Instruction

- Establish Procedures:

    1) Outline what will be covered;

    2) Clarify what students should learn; and

    3) Describe the activities to be used.

- State Objectives:

    1) Discuss concepts to be mastered;

    2) Discuss the degree of mastery;

    3) Discuss what students will be able to do at the end of each unit; and

    4) Discuss what the students wili be qualified to do at the end of the vocational program.

- Provide Structure:

    1) Provide necessary information;

    2) Model desired behavior;

    3) Demonstrate skill;

    4) Periodically check students' comprehension;

    5) Provide guided practice; and

    6) Provide independent practice.

- Provide Closure:

    1) Summarize each day's instruction;

    2) Reinforce specific points; and

3) Point out what will be covered the next day.

Positive Work Attitudes

- Give praise and encouragement;
- Assign responsibilities the students are capable of handling;
- Teach students to accept responsibility for their actions;
- Show enthusiasm for your own job; and
- Teach the concept of pride in one's own accomplishments.

Working With Groups

- Lecture:

  1) Give students prepared notes or a preview of the lecture before it is presented. This gives special learners the sense of sequence and structure they often lack.

  2) Tape lectures for students who are visually impaired and learning disabled. They may need to listen to the information more than once.

  3) Most learners who are members of special populations will benefit from use of visual aids such as overheads, charts, and models to illustrate the lecture.

  4) When using visual aids in the presence of persons who are blind or partially sighted, verbalize or manually illustrate all references to the visuals. For example: "The sum of 5 plus 7 equals 12," not "this plus that equals 12."

  5) Ask another student to take notes for the learner from special populations. Some people use special carbonless paper that makes a copy. It is called NCR (no carbon required) paper.

- Demonstration:

  1) Prepare a list of the steps in the demonstration.

  2) Ask students with special needs to sit near the front, as many are easily distracted by environmental activities such as body movements and shuffling papers and feet.

  3) Repeat demonstration as often as necessary.

- Reading:

  1) Provide an outline or summarize the main ideas.

  2) Help the learners determine what is essential in the reading. Learners who are members of special populations need simplicity.

- Classroom Discussion:

  1) Prepare learners of special populations for questions so they can contribute. Preparation will help to boost their self-confidence.

  2) State questions in a simplified manner.

- Written Assignments:

  1) Make sure that written assignments begin with easier concepts and then progress to the more difficult ones. This will help all students.

  2) Select only the essential questions for the learner from special populations.

  3) Some students may need to use a writer. Students who are blind, orthopedically impaired, or learning disabled may need to dictate their assignments or tests.

RESOURCES

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INSTRUCTIONAL MATERIALS LABORATORY

(800) 392-7217
(In Missouri Only)
(800) 669-2465
(Nationally)

(314) 882-2883
(314) 882-2884

8 London Hall
University of Missouri-Columbia
Columbia, Missouri 65211

Harley Schlichting, Ph.D., Director

The Instructional Materials Laboratory develops, produces, and disseminates instructional materials and teaching aids for secondary and post-secondary vocational education. IML provides materials in the areas of vocational special needs, vocational agriculture, business and office, career education, marketing and cooperative education, home economics education, industrial education, industrial technology education, health occupations, and sex equity.

Curriculum Development

The Instructional Materials Laboratory is actively involved in the development of curriculum materials, based upon needs determined by the Department of Elementary and Secondary Education, teachers in the field, and expert consultants from private industry. This is accomplished through the use of a modified DACUM (Develop a Curriculum) approach. The development of instructional material is funded through grants from the Division of Vocational and Adult Education, Department of Elementary and Secondary Education. IML not only develops curriculum guides as teacher resources, but also provides hands-on materials for student use.

Vocational Special Needs Materials

IML has developed a unique special needs curriculum format as a result of a joint effort of special educators, vocational instructors, and the IML staff of artists, writers, and editors, with guidance from the State Department of Elementary and Secondary Education and Missouri LINC. The format is competency-based with clear, easily read text, and realistic, step-by-step procedures and illustrations.

The first special needs guides prepared by IML were very simplified and directed more toward career orientation. With the Carl Perkins Act and the mainstreaming of students with disabilities and special needs into the regular vocational education classrooms, the text of the special needs curriculum guides changed to meet new needs. However, the IML special needs format proved flexible and well adapted to changing needs. The text has become more mature. Text is still printed in large, easy-to-read type. Vocabulary is controlled, and the student is provided instruction in specific, simplified terms. Today's special needs guides are developed as supplementary units correlated to the competencies of the regular vocational curriculum guides. More difficult concepts and procedures are targeted in the special needs units to provide the student with disadvantages or special needs with additional instructional opportunities to achieve mastery learning. IML currently is developing material for the high exposure areas of vocational education with the intent to develop more specialized areas as time allows. The format is designed to be adaptable to a wide range of student needs.

Each special needs curriculum guide consists of a series of self-paced and self-contained instructional units. A special needs supplementary unit begins with a brief, clear introduction to the unit, describing what is to be covered and why the information is important to the student. Each color-coded unit is based on a detailed task analysis and contains objectives, an illustrated list of terms and equipment, a step-by-step illustrated unit review, and a detailed performance checklist on which each skill has been broken down into its component parts. Applied vocabulary and math skills are stressed throughout the units. Opportunities are provided to encourage student interaction. Safety precautions are emphasized where appropriate.

Catalogs and Ordering

A free IML catalog may be obtained by calling (800) 669-2465 (nationally) or (800) 392-7217 (Missouri) or by writing for information. Subject area catalogs are available for ease in ordering. Selections from the vocational special needs catalog follow.

Special Needs Populations

Independent Living Skills

Instructional Resource Handbook on Pre-employment Work-maturity Skills

Resource guide includes sample lessons and activities on making career decisions, using labor market information, preparing a resume, completing the job application process, demonstrating effective interviewing skills, demonstrating knowledge of the proper work attitudes and behaviors, and demonstrating knowledge of effective interpersonal skills. IML 1992

30-6000-I Resource Guide

Core Employment Skills Supplementary Units

Covers attitudes, skills and successful work habits. Includes decision-making, work attitudes, communication, self-evaluation, interviews, applications and job-keeping skills. IML 1990

90-0700-S Student
90-0700-K Instructor Key

Decision Making and Problem Solving

Manual covers decision making; approaches to problem solving; problem solving for everyday; creative problem solving; and business problem solving. IML 1991

20-0100-I Instructor

Work Attitudes and Human Relations

Provides activities that encourage and reinforce personal skills development. Covers attitudes, ethics, safety, self-management skills and efficiency for greater productivity. IML 1987

20-0004-I Instructor

Steps to Success Game

A game of work attitudes and human relations. This game challenges aspects of human relations in everyday living and work attitudes in employment. Includes all components necessary for playing the game. IML 1991

20-0005-I Gameboard

Coping with Life

One in a series of modules designed for Family Living and Parenthood education, this guide consists of classroom-ready competency-based units. Includes building self-esteem, managing stress and handling peer pressure. IML 1992

40-4500-I Instructor

Independent Living Skills: Foods

Self-paced, self-contained material covers kitchen safety, shopping lists, kitchen utensils and appliances, measurement, four basic food groups, shopping and buying food, meal preparation and sanitation, microwave use, following directions, and table setting and manners. IML 1991

90-4200-S Student
90-4200-K Key

Workplace Readiness

Four programs designed to help students apply problem-solving skills and provide the opportunity to examine and practice self-management techniques in the workplace setting. Sales restricted to Missouri only. AIT 1991

60-6200-V Videotape Series

Agriculture

Agricultural Science I Supplementary Units

Provides instruction for special needs students relating Agricultural Science I core materials. Ten units include information about: digestion, basic nutrients, balanced rations, feeding livestock, reproductive systems, heritability, genetic improvement, portable electric saws, and parliamentary procedure. IML 1991

90-1400-S Student
90-1400-K Instructor Key

Agricultural Record Keeping Supplementary Units

Units designed for use with High School Record Book and Sample Entries. Covers receipts, expenditures, cash flow, inventory, financial statements, business agreements, ownership business agreements and placement training agreements. IML 1990

90-1000-S Student
90-1000-K Instructor Key

Step-By-Step Small Engine Repair Series

Ten manuals on repair of Briggs and Stratton engines. Illustrated and easy-to-read manuals contain step-by-step procedures for small engine repairs in a competency-based format. Manual includes information on ignition, carburetors, starters, valves, governors, lubrication, troubleshooting, maintenance, and storage. IML 1984

10-7660-S Complete Set

Welding Supplementary Units

Covers math skills, blueprint reading, joint designs and structural shapes, reading skills, safety and metallurgy. IML 1988

90-9100-S Student

Welding Vocabulary Module

Gas and arc welding terms. Gas Welding has three sections on equipment and safety, lighting the torch, and the gas welding process. Arc welding has three sections on arc welding and safety, striking the arc, and welding with an electrode. Two videotapes with 361 illustrations, instructor's guide, and one student work manual. IML 1981

90-9020-V Videotape Kit
90-9020-S Additional Student Work Manual

Business Education

Secretarial Technology/Office Technology Supplementary Units

Ten units for clerical and secretarial students. Covers job-keeping skills, incoming and outgoing mail, typing letters and tables, proofreading, telephone techniques, banking procedures, decision making, problem solving, and business math. Supplements "Secretarial/Office Technology" (20-2018-I). IML 1988

90-2092-S Student

Special Needs Populations

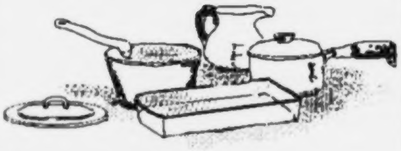
Health Occupations

Nurse Assistant in a Long-Term Care Facility Supplementary Units

Designed for special needs students enrolled in nurse assistant programs. Units correspond with selected units from "Nurse Assistant in a Long-Term Care Facility" (50-5061-I). Each unit provides vocabulary, math skills, competency checklists and sequential, illustrated step-by-step procedures. Revised edition available in 1993.

90-5641-S Student
90-5641-I Instructor Key

Home Economics



Independent Living Skills: Foods

Self-paced, self-contained material covers kitchen safety, shopping lists, kitchen utensils and appliances, measurement, four basic food groups, shopping and buying food, meal preparation and sanitation, microwave use, following directions, and table setting and manners. IML 1991

90-4200-S Student
90-4200-K Key

Food Service Special Needs Curriculum

Fourteen units including side work, sanitation, storage, and safety. IML 1982

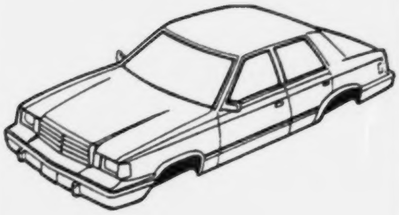
90-4012-S Student

Restaurant/Institutional Food Service Supplementary Units

Covers restaurant and institutional food service methods and corresponds to previously developed guide (that emphasizes fast food). Includes occupational food service programs, safety, preparing foods and interpreting recipes, basic math skills, sanitation, and human relations on the job. IML 1987

90-4091-S Student

Industrial Education



Air Conditioning/Refrigeration Supplementary Units

Eleven units that cover safety, current, voltage, resistance, relays and conductors, electric motors, electrical components, compressor problems, mechanical problems, electrical problems, air conditioning systems, charging units and preventive maintenance in refrigeration units. IML 1988

90-7040-S Student

Auto Mechanics Supplementary Units

Ten units covering service manuals, shop safety, preventive maintenance, tire and wheel alignment, tire balancing, struts, shocks, use of meters to test wiring and switches, charging systems, cranking systems and ignition systems. IML 1988

90-6020-S Student

Auto Body Repair Supplementary Units

Designed for special needs students as a supplement to "Auto Body Repair" curriculum guide, IML 1988. Covers safety, jacking and lifting, welding, body fillers, surface preparation, sanding, primers and guidecoats, masking, and diagnosing and analyzing damage. IML 1990

90-6200-S Student
90-6200-K Instructor Key

Auto Body Vocabulary Module

Three units of terms on metal forming, filling, and painting. Videos with 390 illustrations, instructor's guide, and one student work manual. IML 1981

90-6217-V Video
90-6217-S Additional Student Work Manual

Building Trades Supplementary Units

Covers a cluster of three building trades areas including carpentry, electrical wiring, and plumbing. Includes information on work attitudes and careers, safety, and applied math skills. Also instruction on basic carpentry skills, hand tools, measuring and materials, electrical wiring procedures, equipment, and materials. IML 1987

90-8011-S Student

Carpentry Vocational Preparation Curriculum

Basic skills in carpentry, hand tools, measuring and grading lumber, and safety. IML 1981

90-8010-S Student

Machine Shop Supplementary Units

Self-paced, self-contained instructional units designed for special needs students mainstreamed into the regular machine shop classroom. Helps students apply basic machine shop skills. Nine units include: speeds and feeds, using a CNC machine, CNC machine safety, tool variables for machining, and grinding the lathe tool bit. IML 1991

90-9200-S Student
90-9200-K Key

Plumbing Supplementary Units

Self-paced, self-contained instructional units designed for special needs students mainstreamed into the classroom. Ten units of instruction include: cutting, reaming and threading pipe; soldering copper tubing and fittings, making a flare joint, joining plastic pipe and fittings; repairing faucets; replacing a toilet; servicing a main drain; measuring materials; tools and equipment, and safety in plumbing. IML 1991

90-8410-S Student
90-8410-K Key

Plumbing Special Needs Curriculum

Ten units on procedures for making household plumbing repairs. Includes unit on safety. IML 1981

90-8407-S Student

Step-By-Step Small Engine Repair Series

Ten manuals on repair of Briggs and Stratton engines. Illustrated and easy-to-read manuals contain step-by-step procedures for small engine repairs in a competency-based format. Manual includes information on ignition, carburetors, starters, valves, governors, lubrication, troubleshooting, maintenance, and storage. IML 1984

10-7660-S Complete Set

Welding Supplementary Units

Covers math skills, blueprint reading, joint designs and structural shapes, reading skills, safety and metallurgy. IML 1988

90-9100-S Student

Welding Vocabulary Module

Gas and arc welding terms. Gas Welding has three sections on equipment and safety, lighting the torch, and the gas welding process. Arc welding has three sections on arc welding and safety, striking the arc, and welding with an electrode. Two videotapes with 361 illustrations, instructor's guide, and one student work manual. IML 1981

90-9020-V Videotape Kit
90-9020-S Additional Student Work Manual

Special Needs Populations

Resources

Vocational Math Supplementary Units

Self-paced units contain simplified line drawings, controlled text and vocabulary development to help students learn and apply basic math skills in their vocational areas. Includes easy to read step-by-step procedures. Covers fractions, decimals, percents, measurement, money division, formulas, reasoning and problem solving. IML 1990

90-0200-S Student
90-0200-K Instructor Key

Fractions

Applied practice of mathematical skills in vocational settings. Covers types of fractions, converting and reducing fractions, addition, subtraction, multiplication, and division. OK 1989

90-0209-I Instructor
90-0209-S Student

Measurement

Applied practice of vocational skills in vocational settings. Covers linear measurement, units of measurement, and figuring board feet. OK 1989

90-0210-I Instructor
90-0210-S Student

Core Employment Skills Supplementary Units

For students with special needs. Ten units cover attitudes, skills, and habits needed for employment success. Includes decision making, work attitudes, communication, interviews, applications, self evaluation, and job keeping skills. IML 1990

90-0700-S Student
90-0700-K Instructor Key

Handbook for Advisory Council Members

Informs prospective advisory council members of their responsibilities and duties.

30-5491-I Instructor

Handbook for Instructors Involving Vocational Advisory Groups in Program Improvement

Helps instructors and administrators involve local advisory councils in the improvement of vocational programs.

30-5492-I Instructor

Selected Proceedings from the First Annual Whole Language Umbrella Conference

Contains over sixty articles on topics including early childhood, whole language for all learners, politics and whole language, and understanding and implementing whole language. Artwork from the original program is also included.

35-3001-I Instructor

Sexual Harassment: Changing Perspectives

Definitions, examples, legalities of Title VII Civil Rights Act 1964 and Equal Employment Opportunity Commission (EEOC), recognizing sexual harassment and outlines procedures to take if harassed. IML 1992

30-9092-I Manual

Missouri LINC Publications

Missouri linc

Access Skills Materials

Access Skills: Employability and Study Skills Assessment and Curriculum Guide

Provides informal assessment instruments and curricula materials for assessing and teaching employability and study skills to junior high school students. MO-LINC 1987

95-3261-I Instructor

Generic Informal Assessment Instruments Checklist

Contains tasks to measure fine skill areas relating to vocational programs (math, physical demands/working environment, aptitudes, temperament, and vocational). Includes checklist for specific vocational programs. Can be used with Vocational Readiness Skills. MO-LINC 1986

95-3270-I Instructor

Vocational Readiness Skills

Series Contain suggested activities in fine skill areas as they relate to a specific vocational program. Activities are designed to prepare the student for entry into a specific program and expose them to materials found in that course. MO-LINC

95-3271-I Agriculture
95-3273-I Marketing/Coop Education
95-3274-I Health Occupations
95-3275-I Occupational Home Economics
95-3276-I Trade and Technical I (Carpentry, Commercial Art, Drafting, Electronics, Heating, Air Conditioning, Refrigeration, Machinist, Offset Lithography/Printing)
95-3277-I Trade and Technical II (Auto Body Repair, Automobile Mechanics, Building Maintenance/Custodial, Small Engine Repair, and Welding)

Other LINC Materials

Basic Skills Instructor Manual

Provides guidance when working with special needs students. Includes information and resources regarding identification, assessment, and teaching, plus methods and materials to use. Also includes post-secondary section. MO-LINC 1992

95-3093-I Instructor

Career Assessment Instrument Resource Guide

Reviews principles, processes, and 175 instruments used in assessing special needs students in academic, daily living, personal-social, and occupational domains. MO-LINC 1987

95-1034-I Instructor

Guidance Activities for Special Needs Students

Manual helps to meet requirements of the Carl Perkins Act. Activities cover competencies in the Missouri Model for Comprehensive Guidance Programs and correspond to the Missouri Core Competencies and Key Skills. MO-LINC 1987

95-0263-I Instructor

Implementing Career Education at the Elementary School Level

Resource to aid elementary school teachers infuse career education into the "Core Competencies/Key Skills" curriculum, the "Missouri Comprehensive Guidance Program' and the "Life Centered Career Education" curriculum. MO-LINC 1990

95-0500-I Instructor

Functional Curriculum for Transition: A Resource Guide

Provides an overview and detailed information on the components of a functional curriculum. Includes steps for developing a functional curriculum and additional forms. MO-LINC 1990

95-6040-I Instructor

Transition Implementation Manual

Provides an overview of transition in Missouri and information about how to build a transition program in your school district Sample needs assessment forms, transition goals and objectives and curriculum are included along with general resource information. MO-LINC 1992

95-6045-I Instructor

Vocational Adjustment Coordinator Handbook

Offers VACs practical suggestions about instruction, program management, and administrative procedures. Informative and convenient resource for school districts as they provide services for handicapped children and youth. MO-LINC 1988

95-0001-I Instructor

Special Needs Populations

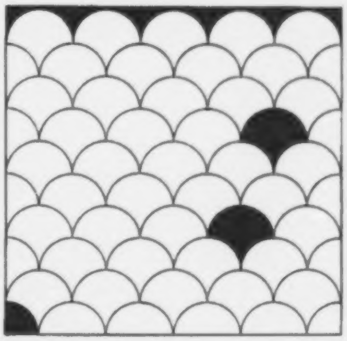
Vocational Preparation Teacher Manual
Manual serves vocational preparation teachers working with special needs students. It includes information on job/life skills, career information, assessment, instruction, and contacts with other resource personnel. MO-LINC 1992
95-0094-I Instructor

Vocational Resource Educator Handbook
Identifies seven goals that define major roles and responsibilities. Contains many resources collected from VREs practicing in the field. MO-LINC 1992
95-0004-I Instructor

Vocational Special Needs Counselor Manual
Provides guidance to vocational special needs counselors. Includes information on counseling, advocacy, program development, assessment, career development and transition, and meetings and contacts. Includes a postsecondary section. MO-LINC 1992
95-0300-I Instructor

How to Conduct a Follow-up Study for Special Needs Students
Designed to assist school district personnel in conducting studies of special education graduates. Information on: records of students; student interviews; and conducting parent interviews. 1990
95-6500-I Instructor

Special Education Dissemination Center (SEDC) Publications List



A Guide to Alternative Intervention Strategies (AIS)
Assists in implementing the alternative intervention strategies requirement. Includes specific procedures for initiating intervention activities, implementing the Teacher Support Team, and evaluating intervention strategies. SEDC 1989
92-0030-I Instructor

Alternative Intervention Strategies Inservice Training Manual
Assists local school district personnel in implementing the procedures in the AIS guide. Training materials include a script and a set of masters for making transparencies and handouts for the training session. SEDC 1989
92-0031-I Instructor

Building Team Pride: Teachers and Paraprofessionals Working Together
Working together as members of a team is a critical component in providing educational services to children with disabilities. The focus is to provide opportunity for the teacher and paraprofessional to develop skills that promote the team process. SEDC 1991
92-1000-I Instructor

Special Education Administrators Manual
Developed for special education administrators in public school districts. Four units cover process of special education; legal basis for special education; program organization; and data collection and funding. SEDC 1989
92-9000-I Instructor

Special Education Process Manual
Assists local school districts in implementing appropriate procedures to meet special education compliance requirements for student identification and placement. Covers behavior disorders, visual, hearing, and health impairments, mental retardation, learning disabilities, speech and language disorders and early childhood special education. SEDC 1990
92-5000-I Instructor

Class Within a Class Staff Development Workshop Material (CWC)
Alternative service delivery model in which students with mild disabilities are served in the regular classroom by the special education teacher and the regular classroom teacher. Contains five in-service modules, transparency masters, reading resources, glossary of terms, guidelines to initiate CWC, and sample curricula. SEDC 1989
92-0089-M Elementary Presenter Manual
92-0089-I Elementary Implementation Manual
92-0089-W Elementary Participant Workbook
92-0090-M Secondary Presenter Manual
92-0090-I Secondary Implementation Manual
92-0090-W Secondary Participant Workbook

Preparing Quality IEPs
Contains three major sections: Writing Quality Present-level-of-performance Statements; Annual Goals and Short Term Objectives; and Writing Evaluation Criteria and Procedures for IEP Objectives. Missouri DESE and IA
92-0132-I Instructor

Special Education Monograph: Developing a Structured Environment for Behaviorally Disordered Students
A how-to format in areas such as developing the physical environment, individualized instruction, behavioral intervention, and mainstreaming. SEDC
92-0128-I Instructor

Guidelines for Special Health Care Procedures in Missouri Schools
Resource manual for school administrators and school nurses who provide for students with complex medical conditions. Assists in making informed decisions about delivering medical services at school. Covers determination of required services, identification of care providers, personnel competencies, documentation of care, and writing protocols for emergencies. SEDC 1990
92-5200-I Instructor

Procedural Safeguards for Children and Parents
Describes procedures as required by Public Law 94-142 according to the Individuals with Disabiliites Education Act (IDEA), Subpart E. SEDC 1992
92-2000-I Procedural Safeguard Leaflet 25/pkg

Need SEDC materials ASAP? FAX Your Order: 314/882=1992

Insert

"Directory of Organization Resources for People with Disabilities"

(located at back of publication)
in this space

MISSOURI VOCATIONAL RESOURCE CENTER
(MVRC)

(800) 392-7217
(In Missouri Only)

(314) 882-9610
(314) 882-1470

8 London Hall
University of Missouri-Columbia
Columbia, Missouri 65211

Bonnie Stewart, Coordinator

The Missouri Vocational Resource Center (MVRC) is a library of free-loan materials for vocational educators in Missouri. Materials are available in all of the vocational program areas. The MVRC is the result of a cooperative effort by the Missouri Department of Elementary and Secondary Education, Division of Career and Adult Education, and the University of Missouri-Columbia, College of Education and Department of Practical Arts and Vocational Technical Education.

Purpose

1. To encourage and support curriculum development and instructional activities in vocational education and career development through the collection and dissemination of instructional materials.

2. To complement and supplement the efforts of state and local vocational educators in making additional resources available for the classroom, workshops, meetings, and conferences.

3. To encourage the use of materials and services of MVRC in teacher education and other developmental programs.

4. To provide a means of staying current in vocational education developments.

Printed Resources

These include texts, curriculum guides, manuals, and workbooks.

Audio-visuals

These include video tapes, 16 mm films, audio/slide-tape programs, filmstrips and educational kits, and games.

Subject Areas

The vocational education instructional areas included in MVRC are agriculture, business, health occupations, home economics, industrial technology, marketing/cooperative, special needs, trade/industrial, customized training and resources.

Service Areas

Services of the MVRC include free loan to Missouri educators; catalogs of loan materials for each service area; searches for curriculum; and access to a regional library.

National Affiliations

The MVRC participates in the network of nine states in the Midwest Curriculum Coordination Center (MCCC). The MCCC is one of six federally funded centers helping to coordinate an orderly system for sharing curriculum development, products, and services. The MCCC is a part of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), which is a federally-funded project designed to provide an orderly system for sharing curriculum information. If Missouri's Vocational Resource Center is unable to fill a request, the MCCC will respond to requests for materials and information.

Resources

In order to maintain a current and comprehensive library of loan materials, new items are acquired through the Department of Elementary and Secondary Education, curriculum centers in other regions, technical schools, and others. Materials cover most fields of vocational education and many facets of instruction, curriculum, administration, and student activities.

Catalogs and Ordering

An MVRC catalog of free loan resources may be obtained by calling the number above or by writing for information. Subject area catalogs are available for general information and ease in ordering. Order sheets are included in each catalog. Requests are filled in order of receipt. Printed materials may be used for a period of up to three weeks, and then returned to the Resource Center, so that other individuals may borrow them. Audiovisuals are reserved in advance in order of receipt. The turn-around time is about seven days. The borrower assumes responsibility for the materials until they are returned to the center.

Missouri LINC Services

(800) 392-0533
(In Missouri Only)

(314) 882-2733

401 East Steward Road, Room 200
University of Missouri-Columbia
Columbia, Missouri 65211

Missouri LINC is a resource center located on the University of Missouri campus, housed within the Department of Special Education and the Department of Practical Arts and Vocational Technical Education. Entering its fourteenth year, the center is funded by the Missouri State Department of Elementary and Secondary Education, the Division of Special Education. "LINC" is not an acronym, but rather the name is symbolic of project's mission. This mission is to support school districts in the improvement of career, prevocational, vocational and transition programming for students with disabilities. LINC strives to help school district personnel infuse career education concepts throughout the K-12 curriculum, incorporate functional curriculum and prevocational skills in IEP goals and link vocational educators and special educators together to provide high quality vocational training for students with disabilities. Transition services for these students will enable them to move more smoothly from school to adult roles. This movement will require more linkages between personnel in schools and adult agencies as well as an increased involvement with parents and the business community. This broad mission is achieved through a variety of activities and services. A description of the services provided by Missouri LINC follows.

Information Assistance and Dissemination

Missouri LINC operates a toll-free number (800-392-0533 in Missouri only) through which educators, agency personnel, and others may request and receive information regarding the instruction of students with disabilities. Callers talk to a LINC staff member who helps define the caller's present challenge and provide up-to-date information. Each year, Missouri LINC receives over 2000 phone calls requesting assistance for persons with special needs. These calls are often answered immediately. When necessary, LINC staff utilize LINC's resource library to research questions and mail additional information to the caller. The toll-free number allows for quick information access while keeping LINC staff in touch with current programs and services for students with disabilities across the state. National bulletin boards are accessed for information on various topics. In addition, LINC staff present at state and national conferences and professional meetings on diverse topics related to transition services for youth with disabilities.

Professional Development Activities

Technical assistance and inservice training are provided by LINC staff to requesting school districts. These activities center around transition services mandated by new legislation for students with disabilities (Public Law 101-476, IDEA, October, 1990). Technical assistance is provided to district personnel requesting programmatic changes for students with disabilities. LINC staff gather information about the district's concerns, visit the current program and write a summary of suggestions for change.

During the 1992-93 school year, Missouri LINC will conduct two one-day conferences for Vocational Adjustment Coordinators and Vocational Rehabilitation Counselors in Missouri. In addition, Missouri LINC will work intensively with school districts on transition program implementation. LINC staff will also present workshops at the second annual Missouri Innovations in Special Education conference scheduled in November 1992. In addition to the above professional development activities, LINC staff conduct two week-long summer courses relating to the instruction of individuals with disabilities and special needs. For more information about any of these workshops, please call Missouri LINC at the toll-free number.

Publications and Product Development

Missouri LINC publishes a newsletter, the *LINCletter* four times a year. This newsletter brings pertinent information to educators about programming and services for individuals with special needs. Various modules are written and updated each year to fulfill requests for information. LINCfacts, one page summaries of the modules, are also available. Both LINCfacts and modules are available upon request at no cost to educators. A newsletter for parents of individuals with deaf-blindness is also distributed five times a year. LINC has written a number of manuals for use by educators throughout the state. For a list of LINC publications, please call the toll-free number.

Research Activities

Each year LINC staff carry out a number of research activities. This year, LINC will develop a Quality Indicators Checklist for Transition and plan for the development of transition training videos. As a continuation project, LINC staff will also be working with the Technology Center for Special Education to assess the need for computerized IEP transition goals and objectives.

Missouri LINC receives input regarding statewide needs of students with disabilities through all of the above mentioned activities. In addition, LINC seeks guidance and assistance through the LINC Advisory Committee. This committee results in a cooperative effort for examining needs from a number of sources including such agencies as CASSP.

Missouri LINC is an excellent resource for persons working with individuals with disabilities. We encourage you to contact us either through our toll-free number in Missouri or (314) 882-2733.

MISSOURI SEDC
SPECIAL EDUCATION DISSEMINATION CENTER

(800) 729-7332
(In Missouri Only)

(314) 882-3594

401 East Stewart Road
University of Missouri-Columbia
Columbia, MO 65211

Hours: 8:00 a.m. - Noon
1:00 p.m. - 5:00 p.m.
Monday - Friday

The Special Education Dissemination Center (SEDC) serves special educators in Missouri public schools and others involved with the education of students with disabilities. Through this center, educators can obtain materials that relate to the education of disabled children and youth. Projects have been designed to provide information and resources to special educators.

Services of the SEDC include:

Newsletters

The Missouri Innovations in Special Education newsletter is a cooperative effort of the Missouri Department of Elementary and Secondary Education's (DESE) Division of Special Education, SEDC, Missouri LINC, Project ACCESS, Missouri Technology Center for Special Education, Missouri School for the Blind, Missouri School for the Deaf, State Schools for the Severely Handicapped, and DESE's Special Education Administration section. It features news from DESE; descriptions of materials, programs, conferences; inservice opportunities; and other resources. Four issues per year are sent to special educators via school buildings or special education coordinators.

Missouri PARAdise is a newsletter for special education paraprofessionals. It includes descriptions of services, materials, conferences, and other resources. Two issues per year are sent to special education paraprofessionals via school buildings or special education coordinators.

Effective Practices/Model Programs Project

The Special Education Effective Practices/Model Programs project identifies successful practices and programs developed by Missouri educators. It provides for information about these successful practices and programs to be shared with school districts throughout the state. New practices and programs are identified annually and relate to many disabilities, instructional levels, and subject areas.

Loan Packages

More than 900 materials are available to Missouri's special educators from SEDC. These packages may be used for individual or group inservice training; faculty, parent or community meetings; and other activities. A few topics include: paraprofessionals, awareness of disabilities, IEPs, assessment, legislation, and parent education. Materials can be borrowed for seven classroom days for the cost of return postage.

Conferences

The Missouri Innovations in Special Education Conference takes place each fall and provides special educators the opportunity to learn more about successful special education practices and programs, as well as technology, transition, autism, current issues in special education, services available from agencies and organizations, classroom materials and videotapes. The conference is cooperatively sponsored by SEDC, Missouri LINC, Project ACCESS, Missouri Technology Center for Special Education, and DESE's Division of Special Education.

The Missouri PARAdise Conference, held annually in the spring, provides training for special education paraprofessionals. The conference features informative sessions, exhibits, resource information, and a video theater.

Additional SEDC Activities

Other SEDC activities include disseminating products to special educators from the state education agency, federally-funded projects, and other organizations; cooperating with federal, state, and local related service agencies and professional organizations to provide resources and information to special educators; responding to specific requests from special educators in Missouri; and providing a small reference library.

RESOURCES FOR ASSISTIVE DEVICES AND ACCOMMODATIONS

ABLEDATA
National Rehabilitation Information Center
8455 Colesville Road, Suite 935
Silver Springs, MD 20910
(301) 588-9284
Toll-free (800) 34-NARIC (Voice/TDD)

> (A national computerized databank giving information about commercially available rehabilitation aids and equipment. Also provides names of local distributors, repair and service centers, and resources for custom design.)

Assistive Device Center
School of Engineering and Computer Science
California State University-Sacramento
6000 J Street
Sacramento, CA 95819-6027
(916) 278-6422

> (Information clearinghouse and construction of many assistive devices available from this center.)

Assistive Technology Project
University of Missouri - Kansas City
School of Education
5100 Rock Hill Road
Kansas City, MO 64110-2499
(816) 635-1041

> (Specializes in adaptive equipment for Missourians.)

Job Accommodation Network (JAN)
West Virginia University
P.O. Box 6123
809 Allen Hall
Morgantown, WV 26506
Toll-free (800) 526-7234

> (Operated by the President's Committee on Employment of the Handicapped. JAN offers a computerized database that provides information to employers about how to make accommodations for employees with particular disabilities.)

Missouri LINC
401 East Stewart Road, Room 200
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2733 or hotline (800) 392-0533 (in Missouri)

> (Information is available via the hotline number above. This is a technical assistance center providing services to special educators, vocational educators, and counselors who train students with special needs.)

Missouri Technology Center For Special Education
University of Missouri - Kansas City
School of Education - Room 24
Kansas City, MO 64110-2499
(816) 276-1040
1-800-872-7066

> (Specializes in adaptive equipment for Missourians.)

Pennsylvania Assistive Technology Center
Gateway Corporate Center
6340 Flank Dr.
Suite 600
Harrisburg, PA 17112
(717) 657-5840 or (800) 360-7282

> (A center funded by the Department of Education in Pennsylvania.)

Physically Impaired Association of Michigan
(PAM) Assistance Center
601 W. Maple
Lansing, MI 48906
(517) 371-5897 or (800) 274-7426 (in Michigan)

> (Provides information about assistive devices. All individuals with disabilities are eligible.)

Trace Research and Development Center
314 Waisman Center, Room 5151
1500 Highland Avenue
Madison, WI 537015
(608) 262-6966

> (Development and design of technical aids related to computer access, communication and positioning, as well as literature dissemination, are primary activities of this center. Fees vary with individual cases.)

Tools, Equipment and Machinery Adapted for the Vocation Education and Employment of Handicapped People. Catalog, 1981.
Available from:

The Center on Education and Work
Publication Unit
964 Educational Sciences Building
1025 W. Johnson St.
Madison, WI 53706
(608) 263-4357

> (The original catalog contains descriptions and illustrations of products modified for use in the vocational education and employment of people with disabilities. A Supplement (1983) to the original catalog contains new and different products, also aimed at serving individuals who are members of special populations.)

ADDITIONAL RESOURCES

Office on the Disabled
Deborah K. Phillips, Commissioner
City Hall, Room 30
St. Louis, Missouri 63103
(314) 622-3692 (Voice or TTY)

(Provides current information on: vocational rehabilitation, legal rights, discrimination, employment, public/private agencies serving persons with disabilities, transportation, legislation, housing, recreation, accessibility, residential disabled parking, proper parking i.d., other areas. Interpreter services for the deaf.

Paraquad
4475 Castleman
St. Louis, Missouri 63110
(314) 776-4475 (Voice or TTY)

(Provides independent living services which include daily living skills, adaptive equipment, facilitate to obtain housing, accessibility standards, advocacy, job/education seeking skills; information and referral; peer consultation)

Talking Tapes for the Blind
3015 South Brentwood Blvd.
St. Louis, MO 63144
(314) 968-2557

(Read textbooks and other printed materials, not recorded elsewhere, for the certified blind, visually disabled or multiple handicapped.)

APPENDICES

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A. The Carl D. Perkins Vocational And Applied Technology Education Act, P.L. 101-392, And Other Legislation

B. Support Services/Curriculum and Equipment Modification
B-1--"The College Student with a Disability: A Faculty Handbook"
B-2--Tips for Serving Students with Disabilities
B-3--Adaptation / Strategies
B-4--Equipment Modifications

C. "How to Write and Use Learning Activity Packages"

D. Written Vocational Plans
IEP
IVEP
IVP

E. Supplemental Teacher Recordkeeping

F. Vocational Planner's Guide: Carl D. Perkins Vocational And Applied Technology Education Act of 1990, P.L. 101-392

APPENDIX A

THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATIONAL ACT P.L. 101-392

AND OTHER LEGISLATION

CARL PERKINS ACT

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

(Public Law 101-392)

This law protects students who are disadvantaged and disabled. The term "disadvantaged" refers to individuals (other than those with disabilities) who need special assistance to succeed in vocational education. This includes students with economic and academic disadvantages, migrants, LEP (students with limited English proficiency), dropouts, and potential dropouts. This provision of services occurs at the secondary and postsecondary levels and may encompass a variety of activities. This Act is focused on creating a quality workforce.

Purpose:

The purpose of the Act is to "make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population" (Sec. 2). This legislation encompasses a shift from a job-skills orientation to the broader purpose of learning/thinking skills through vocational education and linking thought with action (Wirt, 1991).

This purpose is to be "achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society" (Section 2).

Special Populations:

The new Perkins Act provides "Assurances of Equal Access for Special Populations" (Section 118). The term "special populations" replaces the term "special needs students" and included individuals with disabilities, educationally and economically disadvantaged individuals, foster children, individuals in sex-equity programs, and individuals in correctional institutions.

These individuals must have equal access to all activities open to nonmembers of special populations, including:

- Recruitment, enrollment, and placement activities
- A full range of vocational education programs
- Occupationally specific courses of study
- Cooperative education and apprenticeships
- Career guidance and counseling services

Students shall not be discriminated against on the basis of their status as members of special populations.

Students from special populations and their parents must be informed no later than the beginning of ninth grade of the vocational training options available to them:

- Opportunities available in vocational education
- Requirements for eligibility for enrollment in those programs
- Specific courses that are available
- Special services that are available
- Employment opportunities
- Placement

The information described above and assistance with admissions should be provided upon request.

To the extent practicable, information should be provided in a language and form the parents and students understand.

Assurances:

Students who are members of "special populations" must be assisted in entering vocational educational programs. Transitional services requirements must be fulfilled for students with disabilities. (Individuals with Disabilities Education Act - 1990)

Special needs must be assessed for students participating in programs receiving assistance under Title II. The assessment should be in regard to the student's successful completion of the vocational education program in the most integrated setting possible.

Supplementary services to students from special populations must be provided and include:

- Supportive personnel
- Curriculum modification
- Equipment modification
- Classroom modification
- Instructional aids and devices

Guidance, counseling, and career development must be provided by professionally trained counselors and teachers who are associated with providing special services like those listed.

Counseling and instruction must be provided in order to facilitate transition from school to post-school employment and career opportunities.

Measures of learning and competency gains (student progress in achievement of basic and advanced academic skills) and the assessment of special needs of students participating in vocational education regarding their success in the program.

Funding:

Funding for this Act is more narrowly focused. Funds may be used to improve vocational education programs in a limited number of sites and a limited number of program areas that offer FULL participation of individuals who are members of special populations. In addition, priority is given for funding to sites and programs that serve the HIGHEST CONCENTRATION of individuals who are members of special populations.

Funds must be used to provide vocational education programs that are of such size, scope, and quality to be effective, as well as to integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies. In addition, funds must provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118 of the Perkins Act.

"In carrying out the above provisions, funds can be used for the following:

- Upgrading curriculum;
- Purchase of equipment, including instructional aids;
- Inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;
- Guidance and counseling;
- Remedial courses;
- Adaptation of equipment;
- Tech Prep education programs;
- Supplementary services designed to meet the needs of special populations;
- A special populations coordinator paid in whole or in part who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;
- Apprenticeship programs;
- Programs that are strongly tied to economic development efforts in the State;
- Programs which train adults and students for all aspects of the occupation, in which job openings or projects are available;
- Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors

and to meet the need of vocational educators who wish to upgrade their teaching competencies; and

- Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan" (Bicanich, 1990).

The formula for allocating funds to the secondary level will be based on three criteria. Seventy percent of the allocation will be based on the Chapter 1 funds of the district. Twenty percent will be based on the number of students with disabilities who have Individualized Education Plans (IEPs). Ten percent will be based on the number of students enrolled in school and adults enrolled in training programs. Postsecondary and adult program funding will be based on the number of Pell Grant recipients enrolled.

Integration of Academic and Vocational Education:

The 1990 Perkins Act also mandates that sites integrate vocational and academic competencies in order to ensure that all vocational education graduates are equipped with skills necessary for employment. Math, writing, reading, and science will be taught in vocational education programs, and academics will be taught using a more hands-on approach. The focus is on increasing vocational education's ability to enhance learning and thinking skills of all students.

Accountability:

This new legislation requires all states to develop a statewide system of core standards and measures of performance, including:

- Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills

- One or more measures of performance including:

    1) Competency attainment;

    2) Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter;

    3) Retention in school or completion of secondary school or its equivalent; and

    4) Placement into additional training or education, military service, or employment (AVA Guide to the Perkins Act, 1990).

- Incentives or adjustments that are:

  1) Designed to encourage service to targeted groups or special populations; and

  2) For each student, consistent with the student's individualized education program (IEP) developed under section 614(a)(5) of the Education of the Handicapped Act, where appropriate.

- Procedures for using existing resources and methods developed in other programs receiving Federal assistance (AVA Guide to the Perkins Act, 1990)

Each vocational program must be evaluated annually.

Transition:

Transition services are mandated in Section 118.c. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities must be provided. Eligible institutions must provide guidance, counseling, and career development services to facilitate transition for students with disabilities.

Collaboration:

Cooperation among agencies that serve the diverse needs of individuals with disabilities is mandated. "Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies" (Sec.118.a). Vocational educators, special educators, and vocational rehabilitation counselors must work together for vocational education planning as well as for monitoring vocational education for individuals with disabilities.

Monitoring Vocational Education for Individuals with Disabilities:

Provision of vocational education for individuals with disabilities must be monitored. "The provision of vocational education to each student with disabilities will be monitored to determine if such education is consistent with the individualized education program (IEP) developed for such a student under section 614(a)(5) of the Education of the Handicapped Act" (Section 118.a).

Monitoring for Other Special Populations:

The provision of vocational education will be monitored to ensure that students with disadvantages and students of limited English proficiency have access to such education in the most integrated setting possible; and the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the appropriate State educational agency or State Board who are responsible for students who are members of special populations and will meet education standards of the State educational agency or State Board. (Section 118.a)

Tech Prep Education Programs:

To help build the quality workforce proposed by this Act, it mandated that Tech Prep programs be developed and operated. The law states Tech Prep programs shall:

> "consist of the 2 years of secondary school preceding graduation and 2 years of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field" (Section 344.a).

Vocational education teachers, counselors, and other educators should be provided with inservice training. Tech Prep education program curricula should be developed. Furthermore, individuals who are members of special populations should be provided equal access to the full range of technical preparation programs, including the development of Tech Prep education program services appropriate to the needs of such individuals. (Section 344[b][6])

SPECIAL EDUCATION LEGISLATION

Individuals with Disabilities Education Act (I.D.E.A.)
(Public Law 101-476, amends P.L. 94-142) - 1990

- Ensures that a free, appropriate education will be made available to all children with disabilities;

- Assists state and local education agencies in providing this education; and

- Assesses the effectiveness of these educational efforts; and

- Provides children with disabilities and their parents with the assurances of due process.

- Guarantees:

    1) Due process
    2) Confidentiality and recordkeeping
    3) Least restrictive environment
    4) Appropriate planning
    5) Nondiscriminatory assessment
    6) Services for ages 5-21
    7) Individualization
    8) Appointment of parent surrogate, if necessary
    9) Children in private settings will receive services

- Mandates transition services for students with disabilities. I.D.E.A. defines transition services as:

> "...a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported

employment), continuing and adult education, adult services, independent living, or community participation."

- States that the IEP must include:

> "a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

This change in legislation now requires the educational planning team to look beyond annual goals and determine long-range goals and activities which must take place to ensure that needed services and supports are intact for students in their adult life. Vocational educators can plan an important role in preparing students for life after graduation. They can greatly enhance the strengths and minimize the concerns of students who have been involved in vocational programs.

Important changes according to I.D.E.A.:

Person first language - ex. "student with learning disabilities" rather than "learning-disabled student."

The term "individual with a disability" is used to replace the term "handicapped person."

Traumatic Brain Injury and Autism are two new categories of disabilities included under this new law.

Rehabilitation Counseling and Social Work Services are eligible related services supported by I.D.E.A.

A new emphasis on long-range transition goals and objectives, intended to ready students for adult roles.

I.D.E.A. supports the coordination of services required under Carl Perkins and mandates coordination and interaction between vocational education, special education, vocational rehabilitation, and social service agencies.

I.D.E.A. authorizes federal funding (provided through competitive grants) for school districts to coordinate with mental health agencies to provide services for children with serious emotional disturbances (Bulletin, Fall 1991).

IEP's required by PL 94-142 must now also include: a statement of needed transition services and if appropriate, a statement of interagency responsibilities. When participating agencies fail to provide agreed-upon transition services, the IEP team will reconvene to develop alternative strategies to meet the transition objectives.

Assistive devices and technological services must be provided for any student who needs such services in order to receive a free, appropriate education.

Multiple transitions must be addressed; for example, from medical care to school, between residential and community placements, between separate and regular classroom settings.

I.D.E.A. requires that schools notify parents of a proposed change in a child's educational placement, and that the child be kept in the existing program pending any appeals.

CIVIL RIGHTS LEGISLATION FOR INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act of 1990 (ADA)

P.L. 101-336

This Act is considered the Civil Rights Bill for people with disabilities.

ADA is designed to provide consistent, enforceable protections from discrimination against individuals with disabilities, similar to those provided on the basis of sex, race, national origin, age, and religion.

ADA defines individuals as "disabled" if:

- They have a physical or mental impairment that substantially limits one or more of their major life activities (walking, talking, breathing, working);

- They have a record or history of such an impairment and are discriminated against because of it; or

- They are regarded by others as having such an impairment and are discriminated against because of it.

This protection includes:

- HIV-positive individuals
- People with AIDS
- Individuals with sensory problems
- Individuals with walking or breathing difficulties
- Individuals with mental disabilities
- Individuals with contagious diseases
- Able-bodied people who are in a relationship with a disabled individual

ADA guarantees equal opportunity for individuals with disabilities in five major areas:

- Public accommodations/services operated by private entities: Businesses and services used daily by the public, including schools, cannot exclude persons with disabilities. New buildings must be accessible to people with disabilities, and existing facilities must remove barriers if the removal is "readily achievable" (easily accomplished).

- Transportation: New public transit vehicles and private transit providers (buses and rails) must be accessible to individuals with disabilities.

- Public services: State and local government operations, including schools, may not discriminate against qualified individuals with disabilities. In addition, public facilities, services, and communications must be accessible to individuals with disabilities.

- Telecommunications: Any company offering telephone access to the general public (e.g., airports, hotels, and other businesses) must offer telephone relay service to individuals who use telecommunications devices for the deaf. This service must be available 24 hours a day, 7 days a week at regular rates by July 26, 1993 (Council for Exceptional Children, 1990).

- Employment: Employers may not refuse to hire or promote a "qualified" (able to perform the essential functions of the job) person with a disability. Employers must also make "reasonable accommodations" for individuals with disabilities (ones that do not impose undue hardship on the operation of the business). Appropriate accommodations should be requested by the prospective employee and agreed upon through collaboration with the employer.

Implications for Transitioning Students:

Students should be aware of their rights under ADA so that they know when their rights are being violated.

Students interviewing for a job should obtain a description of the essential functions of the job prior to the job interview. This will help them prepare for discussing what "reasonable accommodations" might be needed. Employers are required to provide this job description to prospective employees.

Students should be prepared to discuss their disabilities in connection with job performance. Employers cannot directly ask if they have a disability, but will probably ask about strengths and limitations related to the prospective job.

Students should be familiar with the types of reasonable accommodations that may be needed to help them perform the essential functions of the job.

The Rehabilitation Act of 1973
P.L. 93-112

This Act provides the civil rights legislation necessary to enforce the provision of the two education acts. Section 504 describes the framework within which students with disabilities and their parents can initiate a complaint against a school for discrimination. If discrimination charges are found to be valid, federal funds can be withheld. This includes colleges and universities, vocational programs, governments, places of employment, hospitals and clinics, and any public or private group which receives financial assistance from federal government.

Section 502 - Accessibility Legislation

Emphasizes expanding the freedom of individuals with disabilities through removal of architectural barriers and difficulties with transportation to work. Provides for federally funded buildings and activities to be accessible to all people with disabilities.

Section 503 - Affirmative Action Legislation

Requires that every employer doing business with the federal government under a contract for more than $2,500 take affirmative action to recruit, hire, train, and promote individuals with disabilities. Those agencies holding contracts of $50,000 or more and having at least 50 employees are required to develop and maintain an affirmative action program which sets forth policies and practices regarding employees with disabilities.

Section 504 - Nondiscriminatory Legislation

> "No otherwise qualified handicapped person in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This includes the availability of free, appropriate, nondiscriminatory public education, including postsecondary education.

Section 504 also prohibits discrimination in recruitment, testing, admissions, and services. However, a postsecondary institution does not have to make all classroom buildings physically accessible if provisions are made that open all programs to students with disabilities. Auxiliary aids and adaptive devices can be provided by Vocational Rehabilitation or a charitable group, but may be the responsibility of the institution.

The Rehabilitation Act of 1973 as amended defines the term "individual with severe handicaps" as a person:

> "(i) who has a severe physical or mental disability which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of employability;
>
> (ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and
>
> (iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an evaluation of rehabilitation potential to cause comparable substantial functional limitation." (Gettings & Katz, 1988, p. 141)

The 1983 Amendments (P.L. 98-221) to the Rehabilitation Act authorized demonstration projects to provide transition from school to work for youth with disabilities.

The 1986 Amendments (P.L. 99-506) required states to plan with clients for transition from school to work and provided financial support for training and placement of persons with disabilities into supported and competitive employment. This was to be accomplished through state Vocational Rehabilitation services: diagnosis, evaluation, counseling, referral, placement, and medical care including artificial limbs, wheelchairs, or other special devices. Vocational training including cost of tuition was also included (Missouri Protection and Advocacy Services, 1990). In addition, the Amendments ensure access to computers and other electronic equipment in places of federal employment. Services for persons with disabilities so severe as to limit employment are to receive comprehensive services for independent living including housing, transportation, and health maintenance among other services (Gettings & Katz, 1988).

The Rehabilitation Act is currently being reauthorized to initiate changes and establish levels of funding.

OTHER RELEVANT LEGISLATION

Job Training Partnership Act (JTPA)

P.L. 97-300 - 1982

JTPA authorized programs which prepare unskilled adults and youth for productive employment. It gives training to people with limited income or facing serious barriers to employment. The Act also provides for employment and training for permanently laid-off and older workers. State and local governments have the primary responsibility for administration of job training programs and administration under JTPA.

JTPA funds education, on-the-job training, and referral and counseling services designed for transition of economically disadvantages persons into the work force through joint public-private sector initiatives using Private Industry Councils (PICs).Though not specifically created for individuals with disabilities, JTPA programs often serve this individual also.

JTPA mandates interagency cooperation and the integration of business/industry with agencies serving unemployed persons. PICs, composed of private and public sector representatives, have been developed in 15 regions of Missouri. These councils are within Service Delivery Areas (SDAs) and are empowered to use federal funds for programs leading to employment.

The Senate will soon vote on JTPA amendments that would split the current block grant program into separate year-round projects for youths and adults. The House and Senate have similar bills which are expected to be merged.

The President is expected to sign the final compromise bill; however, changes would not take place until January, 1993. (Vocational Training News, 4/16/92)

The Developmental Disabilities and Bill of Rights Act Amendments of 1990 - 101-496

This Act places higher priority on employment-related services and a lower priority on social-development services for persons with developmental disabilities.

Developmental disability is defined as:

- A severe, chronic disability
- Attributable to mental or physical impairment
- Manifested before age 22 and
- Likely to continue indefinitely,
- Resulting in substantial functional limitations in 3 or more major life activities:

    1) Self-care
    2) Receptive/expressive language
    3) Learning
    4) Mobility
    5) Self-direction
    6) Capacity for independent living
    7) Economic sufficiency

- Reflecting need for special lifelong care or treatment, individually planned and coordinated

This definition includes persons with:

- Mental retardation
- Autism
- Cerebral palsy
- Epilepsy
- Head injury
- Learning disability related to brain dysfunction

The Act makes it possible for youth with severe disabilities to pursue competitive employment goals by authorizing grants to support the planning, coordination, and delivery of specialized services to persons with developmental disabilities. The Act also mandates the establishment and operation of a federal interagency committee to plan for and coordinate activities related to persons with developmental disabilities. This law further requires states to set up protection and advocacy systems for persons with developmental disabilities (Horne, 1991).

Fair Labor Standards Act (FLSA)
P.L. 99-486 - 1986

- Sets wage, hour and employment standards that impact most American workers, including young people.

- Has significance for school-based vocational training programs for students with special needs.

- Includes safeguards for persons employed in sheltered workshops and similar sites for persons with physical and mental disabilities.

- Establishes the difference between an employer/employee relationship in which an employee MUST be paid and an employer/trainee relationship in which the trainee does NOT have to be paid.

- The following six criteria must be met in order to establish a nonpaid, employer/trainee relationship:

    1) The training must be similar to what would be given in a vocational school.

    2) The training is for the benefit of the student-trainees.

    3) The student-trainees do not displace regular employees, but work under their observation.

    4) The employer providing the training derives no immediate advantage from the activities of the student-trainees.

    5) The student-trainees are not necessarily entitled to a job when their training is completed.

    6) The employer and the student-trainees understand that the trainees are not entitled to wages for the training time.

All six criteria must be met in order for a "training" situation to exist.

Resources

National Level:

President's Committee on Employment
of Persons with Disabilities
1111 20th Street, NW
Washington, D.C. 20036
(202) 653-5044

U.S. Architectural and Transportation
Barriers Compliance Board
1111 18th Street, NW
Washington, D.C. 20036-3894
1-800-USA-ABLE (Voice or TDD)

U.S. Senate Subcommittee on
Disability Policy
113 Senate Hart Office Building
Washington, D.C. 20510
(202) 224-6265

American Vocational Association (AVA)
Publications
1410 King Street
Alexandria, VA 22314
(904) 336-2740

National Information Center for Children
and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, D.C. 20013
1-800-999-5599

Regional Civil Rights Director
Office of Civil Rights, Region VII
P.O. Box 901381
Kansas City, MO 64190-1381
(816) 891-8026

U.S. Department of Justice
Civil Right Division
Coordination and Review Section
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301
(202) 514-1381 (TDD)

For special versions of GED tests:
American Council on Education
GED Testing Service
One Dupont Circle NW
Washington, D.C. 20036-1163
(202) 939-9365

Office on the ADA
Civil Rights Division
U.S. Department of Justice
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301

HEATH Resource Center
One Dupont Circle Suite 800
Washington, D.C. 20036-1193
1-800-544-3284
(202) 939-9320

The Council for Exceptional Children
(CEC)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

For any number in the federal government:
Capitol information operator (202) 224-3121

For any question regarding legislation: (202) 225-1772

For a copy of any bill or law:
U.S. Senate Document Room (202) 224-7860
U.S. House of Representative Document Room (202) 225-3456

For information regulation for a law: Call the government department which is sponsoring or administrating a particular law -for example, I.D.E.A.-P.L. 101-476, U.S. Dept. of Ed. (202) 401-0765

Division of Regulation Management: (202) 401-2884

State Level:

Missouri Protection and Advocacy Services
925 South Country Club Drive, B-1
Jefferson City, MO 65109
(314) 893-3333 or 1-800-391-8667

Missouri Vocational Special Needs
Association (MVSNA)
101 Madison
Jefferson City, MO 65101

MPACT (Missouri Parents Act, Inc.)
1722 West South Glenstone
Suite 125
Springfield, MO 65804
(417) 882-7434 or 1-800-666-7228

Division of Vocational Rehabilitation
2401 East McCarty Street
Jefferson City, MO 65102
(314) 751-3251

Disability Determinations Section
2401 East McCarty Street
Jefferson City, MO 65201
(314) 751-2890

Department of Elementary and Secondary
Education (DESE)
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4212

Department of Mental Health
1706 East Elm Street
Jefferson City, MO 65101
Office of Administration
(314) 751-4055
Legislative Liaison
(314) 751-2881
Division of Mental Retardation and
Developmental Disabilities
(314) 751-4054
Division of Comprehensive Psychiatric
Services
(314) 751-5212

Missouri LINC
401 E. Steward Rd.
University of Missouri
Columbia, MO 65211
(314) 882-2733 or
1-800-392-0533 (Missouri only)

For ADA technical assistance:
4816 Santana Circle
Columbia, MO 65203
(314) 882-3600
1-800-359-9590

APPENDIX B

SUPPORT SERVICES/CURRICULUM AND EQUIPMENT MODIFICATION

APPENDIX B-1

"THE COLLEGE STUDENT WITH A DISABILITY: A FACULTY HANDBOOK"

(Although this reference is written for college students, many of these techniques may be used while working with secondary students.)

The College Student with a Disability: A Faculty Handbook

The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

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Foreword

The employment picture for Americans with disabilities is brighter than ever before. New laws passed during the seventies have gone a long way to ensure equal opportunity for handicapped people in employment.

The jobs are there as never before. Opportunities in business, industry, and the professions are opening up to disabled people. But there's a catch. In order for handicapped poeople to take advantage of these advances, they must be qualified for the jobs that are being made available. And to be qualified means to have access to the educational opportunities offered by our Nation's colleges and universities.

We at the President's Committee on Employment of the Handicapped recognize the necessity of ensuring access to postsecondary education for individuals with disabilities. Laws can be passed that require equal opportunity in employment for handicapped people. But an education can ensure it.

Harold Russell, Chairman
President's Committee on
Employment of the Handicapped

My work with the American Association for the Advancement of Science and with the many higher education associations connected with Project HEATH has confirmed in my mind the importance of an effective student-faculty relationship. Physical barriers can be removed fairly easily and most colleges and universities are doing so. Attitudinal barriers, however, may be more difficult to remove. This Faculty Manual will serve as an excellent tool to help faculty understand how crucial their role is in making programs accessible to qualified disabled students.

Lynn Smith draws on his wealth of experience as a rehabilitation counselor as well as director of disabled student services in a public postsecondary institution. His book responds with clarity to the need long felt for an exemplary set of guidelines for making classroom activities accessible to students with disabilities.

I look forward to the widespread use of the Faculty Manual.

Martha Ross Redden.

Dr. Redden is Director of Project for the Handicapped in Science, Office of Opportunities in Science, American Association for the Advancement of Science, and Coordinator of Project HEATH (Higher Education and the Handicapped) for the American Council on Education

Introduction

In September 1973, the 93rd Congress passed Public Law 93–112, the Rehabilitation Act of 1973. Section 504 of the Act stated: "No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." In May 1977, the Department of Health, Education, and Welfare issued regulations implementing Section 504. This nondiscrimination statute and the regulations issued under it (especially Subpart E) guarantee a right of entrance for students with disabilities into our Nation's colleges and universities, as well as their participation in the program as a whole.

This handbook has been prepared as an introductory review of the disabilities that affect learning in a college or university setting. It suggests various adjustments that can be made in the environment or in teaching style. In some instances, instruction of students with disabilities should be individualized. Each student with a disability will have a different level of functioning—even within the same disability category. Also, compensation skills will vary widely from one student to another. Consequently, the information presented in this handbook should be seen as a general guide to the instruction of disabled students.

The handbook is designed as a *reference work*, with a glossary and an appendix, that the professor can consult when working with a student with a particular disability. It is not meant to substitute for interaction between professor and student but rather to facilitate it. It is the opinion of the author that the student with a disability is the "expert" regarding his or her needs and can usually suggest a solution.

As we attempt to implement this civil rights statute for disabled individuals, we have come to realize how critical the understanding and support of the college professor is to this process. We hope that the information presented here will assist the college professor as we bring into reality the promise that this Nation has made to its disabled citizens in Section 504.

For more information the professor can contact his or her Disabled Student Services Office, Department of Special Education, or 504 Coordinator. Many campuses also have organizations of disabled students that can provide information or assistance.

Blind Students

The major challenge facing blind students in college centers around the overwhelming mass of printed material with which they are confronted—textbooks, class outlines, class schedules, bibliographies, campus newspapers, posters, tests, etc. The increasing use of films, videotapes, overhead projectors, and closed-circuit television adds to the volume of visual material to which they must have access in some other way.

By the time blind students reach college (unless newly blinded), they have probably developed various methods for dealing with the volume of visual materials. Most blind students use a combination of methods including **Readers,*** **Brailled Books,** audio tape **Recorded Books** and lectures. If the student uses a reader, the student makes the necessary hiring and scheduling arrangements. It is the responsibility of the faculty member to accommodate the blind student and the reader.

Students may use **Raised Line Drawings** of diagrams, charts, and illustrations, **Relief Maps**, three-dimensional **Models** of physical organs, shapes, microscopic organisms, etc. Modern technology has made available other aids for blind people including **Talking Calculators and Speech-Time Compressors. Paperless Braille Machines, Braille Computer Terminals** and **Reading Machines** are more recent devices that are rarely available for convenient student use.

Most blind students who use braille prefer to take their own notes in class using a **Slate and Stylus** or a Perkins **Brailler**. Some students have a classmate make a copy of his or her notes using carbon paper or a copy machine. The blind student's reader later reads the notes onto tape for future use. Some blind students audio record lectures and later transcribe notes from them into braille.

When there is a blind student in the classroom, the professor should remember that "this and that" phrases are basically meaningless to that student: for example, "the sum of this plus that equals this" or "the lungs are located here and the diaphragm here." In the first example, the instructor may be writing on the chalk board and can just as easily say, "The sum of 4 plus 7 equals 11." The blind student in this case is getting the same information as a sighted student. In the second example, the instructor may be pointing to a model or to the body itself. In this instance, the professor can "personalize" the locations of the lungs and diaphragm by asking class members to locate them by touch on their own bodies. Examples of this type will not always be possible. However, if the faculty member is sensitized not to use strictly visual examples, the blind student and probably the rest of the class will benefit.

Another area in which the blind student will need an adaptation is in testing. Most students will prefer to take examinations with a familiar reader. This is often beneficial to the student because it does not add anxiety to what is already an anxiety-producing situation. Some professors prefer to administer tests themselves or to have a teaching assistant do it. Although this approach is certainly within the prerogative of the instructor, it can be an uncomfortable situation for the student. If an instructor is concerned about "test security" or prefers not to rely on the "honor system," a take-home test can be given to the blind student. However, it is better to avoid giving the student "different" tests because it creates segregation, makes it difficult to compare test results, and may create negative attitudes.

Another method that may be used is to administer the test orally or by audio tape to the blind student who in turn either records answers orally on another tape recorder or types the answers. It may be possible to have tests brailled or taped by a disabled student services office. In any case, the teacher and student should agree early in the course on how the student's progress will be evaluated.

Some faculty members are concerned about having their lectures tape recored—whether the student is blind or sighted. When an instructor is planning to publish his or her lectures, the fear may be that the tapes will somehow interfere with these plans. If this is the case, the faculty member may ask the student to sign an agreement not to release the recording or otherwise hinder the instructor's ability to obtain a copyright (see the Appendix for a sample agreement).

Faculty members can be very helpful by choosing class texts early. It takes a long time to have a text audio recorded or brailled. If texts are selected early, make this information readily available through a departmental office or campus bookstore so that the blind student has time to make the necessary arrangements.

Some blind students use **Dog Guides.** There is no need to worry that the dog guide will disturb the class. Dog guides are very highly trained and disciplined. Most of the time the dog will lie quietly under or beside the table or desk. The greatest disruption a professor can expect may be an occasional yawn or stretch. (Sometimes a rescue siren can cause a low moan.) It is good to remember that, as tempting as it may be to pet a dog guide, the dog, while in harness, is responsible for guiding its owner who cannot see. It should not be distracted from that duty.

Courses which are extremely "visual" by their very nature *may* be waived for the blind student; however, it should not be assumed automatically that this will be necessary. Conversations between the blind student and professor can lead to new and even exciting instructional techniques that may benefit the entire class. For example, it is often thought that a blind student cannot take a course in art appreciation and that if this is a requirement for graduation, it should be waived.

However, the blind student should have the opportunity to become familiar with the world's great art (just as any other "educated" person). A classmate or reader who is particularly talented at verbally describing visual images can assist the blind student as a visual "interpreter" or "translator." There is no reason for the blind student not to know what the "Mona Lisa" (or other great work or art) looks like. It can be described, and there are poems written about the "Mona Lisa" that may be used as teaching aids to give more insight and understanding to the work. Miniature models of great works of sculpture can be made available for display and touching in the classroom. Many modern museums have tactile galleries.

One student was able to learn proper technique in an archery class when a rope was stretched perpendicular to the target. A "beeper" added to the target assisted with positioning. The point being made here is that certain disabilities (in this case blindness) do not automatically preclude participation in certain activities or classes. Students, professors, and advisors must be careful not to lower expectations solely on the basis of disability.

If classes involve field trips to out-of-class locations, discuss traveling needs with the blind student. In most instances all that will be required is for a member of the class to act as a **Sighted Guide.** In localities where public transportation is adequate, many blind persons travel quite independently.

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*Words that occur in **Bold Print** indicate that more information on that subject is provided in the Glossary.

Partially Sighted Students

Between 70 and 80 percent of all legally blind persons in the United States have measurable vision. The partially sighted student meets the challenge of disability in much the same way as the blind student. This includes the use of readers, audio taped texts, raised line drawings, etc. In addition, the partially sighted student may be able to use **Large Print Books**, a **Closed-Circuit TV Magnifier**, or other magnifying device. The student may also use a **Large Print Typewriter** for papers. Some partially sighted students will be able to take notes in class by printing very large with a felt tip pen or marker. Others will tape record lectures for later use.

There are two basic difficulties that the partially sighted student is confronted with that the blind student is not. First, the partially sighted student is sometimes viewed by instructors and classmates as "faking it." Because most partially sighted students do not use white canes for travel and because most are able to get around much like everyone else, people have difficulty believing that the student needs to use adaptive methods when utilizing printed materials.

One partially sighted student commented that, having been observed playing Frisbee by one of her instructors, she was sure that the instructor would no longer believe that she was partially sighted. As she explained, she had more peripheral than central vision and was able to see a *red* Frisbee. If any other color Frisbee was used, she could not see it well enough to play. Playing Frisbee and reading a printed page present quite different visual requirements. This is often diffcult for the fully sighted person to understand.

Another difficulty that the partially sighted student experiences has a more subtle effect and can be troublesome. This is the psychological response that large print evokes in the sighted reader. Such handwritten communications tend to give the reader the idea that "a child has written this." Needless to say, this may lead to the conclusion that a student with this kind of handwriting is immature or childish and that the written communication is less than sophisticated. Even when the student uses a large print typewriter, this can still be a problem.

In addition, the assumption is sometimes made that the student is merely trying to make an assignment appear longer as in the case of a term paper of a required length. When the number of words instead of pages required is stated, this is not a problem.

These potential difficulties can be alleviated if the student and professor discuss the student's needs early in the term. Sitting in the front of the room, having large print on the chalk board, or the use of enlarged print on an overhead projector may assist a partially sighted student. However, the capacity to read printed materials depends so greatly on conditions such as the degree of contrast, brightness, and color that it is preferable that the student and instructor discuss what methods, techniques, or devices may be used to maximum advantage. If the professor discovers that a partially sighted student has not had an evaluation at a **Low Vision Clinic**, it may be appropriate to refer the student for this service. If there are no services for disabled students on campus, the local chapter of the National Association of the Visually Handicapped or Council of Citizens with Low Vision may be able to provide referral information to the student.

Deaf or Hearing-Impaired Students

3

Obviously, the major challenge facing the deaf student is communication. Speech reading (lip reading) is a partial solution. At best, a deaf person can read only 30 to 40 percent of the sounds of spoken English by watching the speaker's lips.

Another form of communication used by many, but not all, deaf or hearing impaired persons is American sign language or "manual" communication. In **Sign Language,** thoughts are expressed through a combination of hand and arm movements, positions, and gestures. The intensity and repetition of the movements and the facial expressions accompanying the movements are also important elements of manual communication. **Fingerspelling** is usually used in sign language. Fingerspelling consists of various finger and hand positions for each of the letters of the alphabet. This alphabet is called the American Manual Alphabet (see the Appendix for the hand shapes).

Deaf students will also communicate in writing when speech reading, sign language, or fingerspelling cannot be used effectively. Faculty members should not hesitate to write notes when necessary to communicate with a deaf student.

Many deaf students can, and do, speak. Most deaf people have normal organs of speech and many learn to use them in speech classes. Some deaf people cannot automatically control the tone and volume of their speech so the speech may be initially difficult to understand. Understanding improves as one becomes more familiar with the deaf person's speech.

Telecommunication Devices For The Deaf (TDD'S) are available that allow the deaf person to use the telephone. These devices provide visual communication, rather than amplifying or modifying auditory transmission. It is important that the college or university have *at least* one such device available for staff and student use. **Amplifying Telephone Receivers** are also available for the hard of hearing student.

Deaf students, just like hearing students, vary to some degree in their communication skills. Factors such as personality, intelligence, degree of deafness, **Residual Hearing,** age of onset, and family environment all affect the kind of communication the student uses. As a result of these and other variables, a deaf student may use a number of the communication modes discussed above.

The main form of communication within the deaf community is sign language. In view of this, many deaf persons have not mastered the grammatical subtleties of their "second language"—English. This does not mean that professors should overlook errors in written (or spoken) work. However, they should know that this difficulty with English is not related to intelligence but is similar to that experienced by students whose native language is other than English.

In the classroom, most deaf students will use an **Interpreter.** The presence of an interpreter in the classroom enables the deaf student to understand what is being said. There are two types of interpreters—oral and manual. The oral interpreter "mouths" what is being said while the manual interpreter uses sign language. The two methods are often used in combination. There is a time lag, which will vary in length depending on the situation, between the spoken word and the interpretation or translation. Thus a deaf or hard of hearing student's contribution to the lecture or discussion may be slightly delayed.

Interpretation will be easiest in lecture classes and more difficult in seminar or discussion classes. Because class formats are so varied, it is recommended that the professor, interpreter, and student arrange a conference early in the course to discuss any special arrangements that may be needed.

The interpreter and deaf student will usually choose to sit in the front of the classroom. The interpreter is aware that sign language may be a distraction to the class and the professor. The interpreter has also learned that the initial curiosity of the class wanes and the professor adapts easily to the interpreter's presence. Interpreters who are certified by the **Registry of Interpreters for the Deaf** subscribe to a strict code of ethics (see the Appendix) that requires confidentiality of private communications and honesty in interpretation or translation.

Deaf students usually have someone take notes for them because it is difficult to follow an interpreter or speech read the instructor and take notes at the same time. It is best if a classmate can be found who takes good notes. This student is then "contracted" with to make a carbon or other copy of the notes and give them to the deaf student. **Self-Carbon Notetaking Pads** have been developed for this purpose.

Most deaf students will be able to take examinations and be evaluated in the same way as other students. If the test is written, it has been found that some deaf students do better if an interpreter reads and translates the questions to the student in sign language (because of English subtleties). However, many other deaf students prefer to read tests themselves. If the method of evaluation is oral, the interpreter can serve as the reverse interpreter for the deaf student.

Assumptions should not automatically be made about the deaf student's ability to participate in certain types of classes. For example, deaf students may be able to learn a great deal about music styles, techniques and rhythms by observing a visual display of the music on an oscilloscope or similar apparatus or by feeling the vibrations of music. *Some* deaf students will have enough residual hearing so that amplification through earphones or **Hearing Aids** will allow participation. It is always best to discuss with the student the requirements of a class and to determine if there are ways that the materials can be modified so that the student can participate in what may become an exciting learning experience for all concerned.

The student who is hearing impaired may require nothing more than some form of amplification to participate in class—a hearing aid, public address system, or a professor/student **Transmitter/Receiver** unit (also known as an auditory training unit or fm unit).

In conclusion, the following hints compiled from the author's personal experience and from publications of the National Technical Institute for the Deaf, the Registry of Interpreters for the Deaf

and Gallaudet College, will facilitate the participation of deaf and hard of hearing students in (and out of) the classroom:

—Look at the person when you speak.

—Don't smoke, chew gum, or otherwise block the area around your mouth with your hands or other objects.

—Speak naturally and clearly. Don't exaggerate lip movements or volume.

—Try to avoid standing in front of windows or other sources of light. The glare from behind you makes it difficult to read lips aand other facial expressions.

—Using facial expressions, gestures, and other "body language" is helpful in conveying your message.

—If you are talking through the assistance of an interpreter, direct your conversation to the deaf individual. This is more courteous and allows the deaf person the option of viewing both you and the interpreter to more fully follow the flow of conversation.

—When other people speak who may be out of the deaf or hard of hearing person's range of vision, repeat the question or comment and indicate who is speaking (by motioning) so the individual can follow the discussion.

—The use of visual media may be helpful to deaf students since slides and videotaped materials supplement and reinforce what is being said. Alteration in lighting may interfere with the deaf student's capacity to read manual or oral communication. These materials may be difficult to interpret because of sound quality and speed of delivery. Therefore interpreter "lag" may be greater. If a written script is available, provide the interpreter and student with a copy in advance.

—Captioned visual aids such as **Captioned Films for the Deaf** are extremely helpful. If appropriate, foreign language films with English subtitles are also useful.

—When new materials will be covered which involve technical terminology not in common usage, if possible, supply a list of these words or terms in advance to the deaf student and the interpreter. Unfamiliar words are difficult to speech read or interpret.

— Avoid speaking with your back to the deaf person such as when writing on the chalk board. Overhead and opaque projectors are often a good substitute and allow you to face the class while writing.

—When particularly important information is being covered, be sure to convey it very clearly. Notices of class cancellations, assignments, etc. can be put in writing or on a chalk board to ensure understanding.

—Establish a system for getting messages to the deaf student when necessary. Class cancellations can be particularly costly if an interpreter is not informed, in advance, of such changes.

Students Who Use Wheelchairs

Access is one of the major concerns of the student who uses a wheelchair. The student must learn routes to and from classes and across campus that do not present **Barriers.** A barrier may be a stair, a curb, a narrow walkway, a heavy door, an elevator door that has no delay mechanism or one that is too fast, a vehicle blocking a **Curb Cut** or **Ramp**, a sign in the middle of what would otherwise be a wide enough walkway, etc., etc., etc.

Theater type classrooms may present difficulties unless there is a large enough flat floor space in the front or rear of the room for a wheelchair to park (there must also be an entrance to and from that level). Classrooms with tables (provided there is an under-table clearance of at least 27½") are more accessible to students in wheelchairs than rooms with standard classroom desks. It is better if the tables and chairs are movable rather than stationary.

It is difficult to make generalizations about the classroom needs of students who use wheelchairs because some students may be able to stand for short periods of time while others will not be able to stand at all. Some will have full use of their hands and arms while others will have minimal or no use of them. There are, however, some general considerations that will apply to most, if not all, students who use wheelchairs:

1. If a classroom or faculty office is inaccessible, it will be necessary to find an accessible location or alternate class section that is held in an accessible location. The campus department that handles room scheduling can assist the professor and student as necessary.

2. If breaks between classes are short (10 minutes or less), the student who uses a wheelchair may frequently be a few minutes late. Usually, the student must wait for an elevator, take a circuitous (but accessible) route, wait for assistance in opening doors (unless electric doors are available) and maneuver along crowded paths and corridors. If a student who uses a wheelchair is frequently late, it is, of course, appropriate to discuss the situation with the student and seek solutions. Most students will be aware of time restrictions and will schedule their classes accordingly. However, it is not always possible to leave enough time between classes. Early classes and attendants' schedules can pose particular difficulties.

3. If a class involves field work or field trips, ask the student to participate in the selection of sites and modes of transportation. If the college or university provides transportation for field trips, it is required to provide accessible transportation for students who use wheelchairs.

4.Classes in physical education and recreation can almost always be modified so that the student in a wheelchair can participate. Classmates are usually more than willing to assist, if necessary. Most students who use wheelchairs do not get enough physical exercise in daily activity, so it is particularly important that they be encouraged, as well as provided the opportunity, to participate. Information on adaptive physical education programming is available from the American Alliance for Health, Physical Education and Recreation for the Handicapped, Information and Research Utilization Center.

5. Classes taught in laboratory settings (science, wood and metal workshops, home

economics, language labs, kitchenettes, art studios, etc.) will usually require some modification of the work station. Considerations include under-counter knee clearance, working countertop height, horizontal working reach and aisle widths. Working directly with the student may be the best way to provide modifications to the work station. However, if a station is modified in accordance with established accessibility **Standards,** the station will be usable by most students in wheelchairs.

6. For those students who may not be able to participate in a laboratory class without the assistance of an aide, the student should be allowed to benefit from the actual lab work to the fullest extent. The student can give all instructions to an aide—from what chemical to add to what type of test tube to use to where to dispose of used chemicals. The student will learn everything except the physical manipulation of the chemicals.

7. Students are not "confined" to wheelchairs. They often transfer to automobiles and to furniture. Some who use wheelchairs can walk with the aid of canes, braces, crutches, or walkers. Using a wheelchair some of the time does not mean an individual is "faking" a disability. It may be a means to conserve energy or move about more quickly.

8. Most students who use wheelchairs will ask for assistance if they need it. Don't assume automatically that assistance is required. Offer assistance if you wish, but do not insist, and accept a "no, thank you" graciously.

9. When talking to a student in a wheelchair, if the conversation continues for more than a few minutes, sit down, kneel, or squat if convenient.

10. A wheelchair is part of the person's body space. Don't automatically hang or lean on the chair—it's similar to hanging or leaning on the person. It's fine if you are friends but inappropriate otherwise.

11. Because a student sitting in a wheelchair is about as tall as most children, and because a pat on the head is often used to express affection toward children, many people are inclined to reach out and pat the person in a wheelchair on the head. Such a gesture is very demeaning and patronizing.

Students use wheelchairs as a result of a variety of disabilities including spinal cord injury, cerebral palsy, post-polio, multiple sclerosis, severe arthritis, quadriplegia, paraplegia, amputation, muscular dystrophy, and so on. Wheelchairs come in a variety of styles and sizes, with many types of optional attachments available. Wheelchairs are either manual or powered (electric). Most students who are unable to manually propell the chair themselves will use an **Electric Powered Wheelchair.** Some students are assisted by an aide who pushes the chair, but this creates a dependency on another person that most students prefer to avoid.

Some of the standard accessories that college students may add to their wheelchairs are special seat cushions (to prevent pressure sores which result from long periods of sitting), tote bags that attach to the chair back or arms, and trays that fit over the arms of the chair to serve as a desk. Some wheelchairs are designed with desk arms that are lower in front so that the chair will fit under a desk or table. Most students use this type of chair. There are also wheelchairs that are modified for athletic competition.

Learning Disabled Students

Learning disability has come to be the general term for a variety of specific disabilities including minimal brain dysfunction, dyslexia, developmental aphasia, dysgraphia, expressive dysphasia, aural receptive dysphasia, and sequential memory disorder. Another term sometimes used for the learning disabled is "neurologically handicapped." A common misconception among those not familiar with learning disability is that the student with a learning disability is retarded. The learning disabled student is *not* retarded.

The college professor should keep in mind that the learning disabled student's needs center around information processing. Students with learning disabilities have trouble taking information in through the senses and bringing that information accurately to the brain. The information often gets "scrambled." These students may have difficulty with discrimination (perceiving differences in two like sounds, symbols or objects). Because the information does not reach the brain accurately, the brain often does not do a good job of storing the information with the result of poor memory. Thus, it is important that learning disabled students receive and transmit information in a form or modality that works best for them.

Learning disabled students should always be referred to the campus learning center or tutorial center, if one is available. Reading and writing specialists in English departments, in speech communication, or special education may be able to assist. Some ways of assisting the learning disabled student are suggested here for the professor who may not have such resources available.

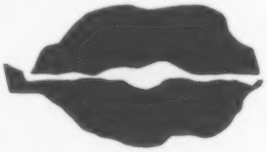
The student who has difficulty with written symbols can use readers or texts that are recorded verbatim (as does the blind student). In this case, the student should be encouraged to listen *and* read along. The student can be shown how to obtain textbook information in "economical" ways by using chapter summaries, pictures and captions, graphs, tables, bold type, italics, tables of contents, paragraph and unit headings, indexes, glossaries.

Some learning disabled students are unable to communicate effectively through printing or cursive writing (dysgraphia). This condition may manifest itself in written work that appears careless. For such students oral examinations and reports are more valid evaluations of what has been learned. Some of these students may be able to use the typewriter for written communication; many can't. Another solution is for a student aide to take dictation from the learning disabled student.

Other learning disabled students, for all practical purposes, will be "lecture deaf" (aural receptive dysphasia). Many of the adapted techniques that assist the deaf student will also assist these students—TV, movies, role playing, captioned audiovisual materials. Still other students will have difficulty with sequential memory tasks involving letters (spelling), numbers (mathematics), and following step-by-step instructions. For these students it will help to break up tasks into smaller parts. Tutoring in math and spelling usually will be required. In general, the learning disabled student will learn better the more sense modalities used in the teaching/learning process—visual, auditory, tactile, kinesthetic.

Because the *expectation* is that a college student will absorb information, communicate it and be evaluated through the printed page, the learning disabled student will need assistance and support from professors in finding innovative ways of receiving and transmitting information and in being evaluated. Because a learning disability is "hidden," the instructor may have understandable doubts about the validity of these alternative approaches. However, the fact remains that the student's capacity for learning is intact. It is only the means by which information is processed that is different.

Speech Impaired Students



Speech impairments may be congenital or the result of illness or injury. They may be found alone or in combination with other disabilities. In any case, the college student with a speech impairment (unless it has been recently acquired) will probably have received some speech therapy.

Impairments range from problems with articulation or voice strength to being totally non-vocal. They include stuttering (repetition, blocks, and/or prolongations occasionally accompanied by distorted movements and facial expressions), chronic hoarseness (dysphonia), difficulty in evoking an appropriate word or term (nominal aphasia) and esophageal speech (resulting from a **Laryngectomy**).

Many speech impaired students will be hesitant about participating in activities that require speaking. Even if the student has adjusted well to a speech impairment, new situations may aggrevate old anxieties. It is important that self-expression be encouraged, but pressure to speak is not apt to be helpful. It is important to allow time for the speech impaired student to express himself or herself so that confidence can be gained. Speaking in front of a group can be an agonizing experience for anyone—the speech impaired student is no exception. It is also important for the instructor to accept and respond to all appropriate attempts at communication. When speaking to a speech impaired person, continue to talk naturally. Resist the temptation to complete words or phrases for a speech impaired person.

For persons who cannot speak and who are otherwise physically disabled so that they cannot sign, write, or type, various communication aids are available. These aids may range from sophisticated electronic "speaking" machines activated by punching a keyboard with a **Head Pointer** or **Mouth Wand** to a spelling board that consists of a layout of the alphabet, a few common words and phrases, yes and no, to which the speech impaired person points and an assistant may speak out loud. Some devices provide a "ticker tape" print-out or display the message on a calculator-like screen across which the characters move. With some less portable devices, the message is displayed on a TV screen.

Depending on the severity of the impairment, various adapted methods may be required for the speech impaired student. Many of the adapted methods for evaluation suggested for other disabilities will be appropriate for the speech impaired student. Some speech impaired students will require no adapted methods at all. Most will need patience, encouragement, and an opportunity to develop self-confidence in an unfamiliar group. The instructor can set the tone that encourages appropriate self-expression.

Other Students With Disabilities

There are many other disabilities that largely affect a student's mobility, such as cardiac conditions, arthritis, chronic back pain, active sickle cell anemia, diabetes, and respiratory disorders.

Students of short stature (**Little People**) will have in-classroom access problems similar to those of a student in a wheelchair.

The student with epilepsy will have little problem in the classroom. In most cases seizures will be controlled by medication. Students with epilepsy will have learned to manage seizure activity through adequate rest, proper diet, and regular medication. Most of them will be able to participate in sports and lead active, normal lives. A short list of do's and don'ts is included in the Appendix so the professor will know what to do in the unlikely event a seizure occurs in the classroom.

Students who have had an **Ostomy** (urostomy, colostomy, ileostomy) *may* be advised not to participate in violent contact sports or wrestling. Most restrictions on participation, however, will be the result of causes other than the ostomy itself. Swimming is okay for these students. Wearing a wide-belted athletic supporter or a tight-fitting pair of briefs or panties under a swimsuit can keep the drainage appliance out of sight. Most students have found that a matter-of-fact attitude toward their appliance encourages other students to behave in the same way. Some students with ostomies may be shy about showering in a physical education class. A little support and encouragement from the professor and the other students in the class will help the student overcome this shyness.

Spina Bifida (open spine) is a frequent reason for an ostomy. The student with spina bifida may have short stature and may use a wheelchair, braces or crutches. Classroom modifications that may be required will depend on the student's functional limitations. Most adaptations that are required have been discussed in earlier sections.

Multiple sclerosis (MS), the number one cause of chronic disability among young adults, may affect the student in a multitude of ways. Because MS most often occurs between the ages of 20 and 40, the college student with MS is apt to be currently adjusting to having a disability. Depending on the degree to which the MS has progressed, the student's mobility, speech, vision, and emotional state may be affected. One of the most difficult aspects of MS is that the symptoms have a tendency to come and go, but they continue to progress. "In between" periods may last from a few days to months in the early stages. The student may appear as if intoxicated—slurred speech, staggering, unfocused eyes. Understanding the fluctuations that may occur in the student's behavior make it easier to understand variations in classroom performance. The physical adaptations required by the student with MS, if any, will vary from student to student, depending on functional limitation. The most common adaptations required have been discussed in previous sections.

Other conditions that may result in marked fluctuations of behavior and performance are **Muscular Dystrophy** and certain kidney problems that may necessitate dialysis.

As a final note, some of the conditions described in this section require medication for control of symptoms. If an instructor has valid educational questions about the potential effect of various medications on the student's performance, the student, if willing, can probably provide some information. The instructor should not hesitate to discuss such issues tactfully with the student. A student health services physician or disabled student services staff member may be able to provide relevant information.

In closing, the following guideline may be helpful: Many disabilities are obvious, and the question then is one of the degree of accommodation and assistance required. However, there are cases in which a faculty member may have no way of knowing that a student has a disability. For example, an epileptic student on medication may not expect to need any adaptation and may not mention his or her condition to the professor. During a remission period, a student with multiple sclerosis may not feel the need to mention anything.

One good policy is for the professor to announce at the first meeting of the class something to this effect: "Any student who feels that he or she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours." This approach preserves the student's privacy and also indicates the willingness of the faculty member to provide assistance.

Glossary

Amplifying Telephone Receivers	Telephone receivers with a volume control built into the hand grip are available for a small additional fee from the telephone company. They allow the hearing impaired person to amplify the incoming conversation.
Barriers	Some common standards that eliminate barriers are: Walks: 4′ minimum width Doors: 32″ minimum *clear* opening Toilet Stall: minimum 3′ wide, 5′ deep, 2′8″ outswing door Telephone: dial, handset, and coin slot not over 48″ from the floor Elevator: controls no higher than 48″ from the floor
Braille Computer Terminals	A terminal that can be interfaced with existing on-site or remote information processing systems. When connected to computers or data banks, they can deliver brailled pages of information at a rate of up to 100 words per minute. Students can request information on a standard keyboard and obtain a brailled response in a matter of seconds.
Brailled Books	Most of the legally blind population does not read braille (see appendix for braille alphabet). About 7 ½ percent of this population use braille as their primary reading mode. Braille is extremely bulky and requires a great deal of storage space. For example, San Francisco State University's "Application and Information" booklet, which is 13 print pages long (excluding tables), takes up 44 11″ × 11″ braille pages.
Brailler	The Perkins Brailler is an all-purpose braille writer enclosed in a baked grey enamel aluminum case. It is operated by six keys, one for each dot in the braille cell. There are spacing, line advancing, and back spacing keys. Extension keys are available which allow the user to emboss the full braille cell by one stroke of either hand leaving the other hand free to read brailled material which is being copied.
Captioned Films	Public Law 85–905 established the Captioned Films Program to provide for distribution of captioned films through appropriate agencies to bring to deaf persons an understanding and appreciation of those films that play a part in the general and cultural advancement of hearing persons. Theatrical, short subject, documentary, training and educational films for adults are available. Certain copyright restrictions apply to showings.

Closed-Circuit TV Magnifier—CCTV's	Consist of a television camera which views the printed page or other materials and a television monitor which displays the image in enlarged form. Light and dark contrast can be adjusted. Most models allow reversing the image from black on white to white on black depending on individual preference. The extent of enlargement is also usually adjustable for individual needs. Students commonly refer to these by brand name (Visualtek, Apollo, etc.).
Curb Cut	Also called a curb ramp, it is a depression built into the curb of a sidewalk to permit passage by a wheelchair. The incline should not exceed a gradient of 1:12 and the flat surface width should be no less than 3′ wide.
Dog Guide	The dog guide ("seeing eye" and "guide dog" are brand names) undergoes extensive specialized training to assist blind persons. It must learn basic obedience, to lead rather than "heel," to avoid obstacles (including overhead objects), and to "work" in stores and elevators, on various forms of public transportation, when crossing streets, etc. Dog guides are legally permitted to accompany their owner into all places of public accommodation, including all Federal and State buildings, hotels, motels, restaurants, grocery stores, airplanes, trains and buses. To refuse entry to any of these places is a violation of the law, punishable by a fine or imprisonment. There are also dog "guides" that assist the physically disabled person and alert deaf or hearing impaired persons.
Electric Powered Wheelchair	Such chairs provide maximum independence for people who must do a great amount of moving around or who cannot use their arms. They are powered by rechargeable batteries. Because a wheelchair does not maintain a constant full battery charge as does an automobile, short battery life is expected. Students must pay close attention to battery maintenance.
Finger Spelling	When no sign exists for a thought or concept, the word can be spelled out using the American manual alphabet (see the Appendix). It is also used for titles, proper names, and convenience.

Head Pointer	A stick or rod which is attached to a person's head with a head band so that by moving the head an individual can perform tasks that would ordinarily be performed by hand or finger movement.
Hearing Aid	Consists of a receiver and amplifier of sound. *All* sounds in the environment are amplified with the same intensity. A hearing aid does not sort, process, or discriminate among sounds. Because someone is wearing a hearing aid, it does not mean that the person can hear normally. Aids do not correct hearing, but they improve hearing in some people. They may enable someone to hear a voice even though he or she may not be able to understand words.
Interpreter	A professional person who assists the deaf person in communicating with hearing people who cannot sign. The following certifications are awarded by the Registry of Interpreters for the Deaf (RID) National Certification Board: *Expressive Translating*: Ability to simultaneously translate from spoken to manual English (verbatim). *Expressive Interpreting*: Ability to use sign language with hearing-impaired persons who possess various levels of language competence. *Reverse Skills*: Ability to render (manually, orally, or written) a hearing-impaired person's message. *Comprehensive Skills*: Includes all of the above skills. *Legal Specialist Certificate*: Includes Comprehensive Skills plus specialized evaluation to qualify for interpreting in a variety of legal settings. A directory, which lists members by states, certified members, chapter officers, and suggested reimbursement for professional services is available for a nominal fee.
Large Print Books	A number of sources produce large print books for the individual with low vision. Most ordinary print is six to ten "points" in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (about 3/16 to 1/4 of an inch) and sometimes larger. The format of large print books is also proportionately larger (usually 8½ by 11 inches). The American Foundation for the Blind, Inc. can provide a list of publishers of large print books. Also the American Printing House for the Blind distributes a general catalog of large type pulications. G.K. Hall and Co., 70 Lincoln Street, Boston, Massachusetts 02111, and Library Reproduction

	Service, 1977 So. Los Angeles Street, Los Angeles Ca. 90011 are two distributors of large print books. Very little material is available that is appropriate for college level use.
Large Print Typewriters	Various models are available equipped with type faces that are up to ⅞ inches high. Models are usually equipped with a standard keyboard.
Laryngectomy	The person who has had his/her voice box removed is taught to take air into the mouth and swallow, or force the air into the esophagus by locking the tongue to the roof of the mouth. When the air is expelled, it causes the walls of the esophagus and pharynx to vibrate. This action causes a low pitched sound. This sound is the laryngectomee's voice. The sound is then articulated into words with the tongue, lips, teeth, and palate. There are mechanical and electrical substitutes for those who cannot learn esophageal speech.
Little People	Little People of America, Inc. is a national association of persons 4'10" tall and less established to provide fellowship, an interchange of ideas, and solutions to the unique problems of little people.
Low Vision Clinic	Some students who have low vision may need further evaluation of their vision needs. Low vision aids may vary from small magnifying glasses to elaborate electronic devices. When prescription lenses are not enough, a special visual aid may help. The instructor can refer the student to a low vision clinic if it seems appropriate.
Models	Various models of microorganisms, organs and other bodily parts as well as plant and animal forms are available through school science supply distributors (and occasionally from drug manufacturers). In addition, miniature reproductions of works of art and architecture are available. The American Printing House for the Blind sells a set of 19 rectangular models representative of invertebrate animal and plant phyla.

Mouth Wand	A rod with tooth grip that is held in the mouth and used to perform tasks that would ordinarily be performed by hand. Various attachments may allow the individual to type, draw, paint, etc.
Muscular Dystrophy	There are many types of MD. Those types most apt to be found in college students are adult progressive spinal muscular dystrophy (Aran-Duchenne Disease) and myotonic dystrophy. In Aran-Duchene disease the muscles of the hands and fine movements of the fingers are impaired. There may be involuntary twitching of the hand and arm muscles. The legs may be weak and stiff. In myotonic dystrophy there is stiffness in the limbs, it may be difficult to relax the grip, there is a tendency to trip and fall forward, and facial muscles are weakened, resulting in a mask-like appearance. The voice may have a nasal quality. Both types are progressive.
Ostomy	A term referring to any operation that creates an artificial opening into or from a body organ.
Paperless Braille Machines	These devices record and store braille characters on magnetic tape cassettes from a braille keyboard. Playback is through a paperless display panel or reading board. A 60-minute cassette can store up to 400 pages of braille.
Raised Line Drawings	Charts, graphs, and diagrams can be reproduced for use by blind students by using a raised line drawing board which consists of a rubber-like clip board over which pieces of plastic film are placed. Patterns are then traced on the plastic film with a sharp instrument causing the plastic to stretch and raise. An easier method for creating raised line drawings consists of "tracing" over the lines of the chart or diagram with Elmer's glue which when dry results in a raised drawing that blind students can use as they would braille.

Ramp	A ramp should be at least 4' in width and have a gradient no greater than 1:12.
Reader	A volunteer or employee of the blind or partially sighted student who reads printed material in person or onto audio tape. The "reader" sometimes performs other tasks for the blind student such as mobility assistance.
Reading Machines	Although relatively new and expensive, these devices convert printed materials as found in books, magazines, periodicals, typewritten letters and reports, in different typestyles and sizes of type, into spoken synthetic English speech which is understandable after a relatively short period of practice.
Recorded Books	Recordings for the Blind (RFB), a national, non-profit voluntary organization which is supported primarily by contributions from the public, provides taped educational books, free on loan, to print-handicapped elementary, high school, college, and graduate students, as well as to nonstudents who require specialized reading material in their professions or vocations. Service is somewhat slow during the beginning of the academic year. Students must place their orders early. Many community-based volunteer agencies produce books in recorded form. Contact the Library of Congress for information.
Relief Maps	Most geography departments (and some libraries) have three-dimensional maps that the blind student can use with a reader to understand land forms, locations, and other topographical features. The American Printing House for the Blind markets some relief maps with appropriate Braille keys and some "puzzle" style maps.
Residual Hearing	The amount of hearing remaining after hearing loss. Few deaf people hear no sound at all.

Registry of Interpreters for the Deaf	The RID, Inc., a national organization with over 50 chapters and a membership of over 1800, was organized in 1964 for the purpose of providing translating/interpreting services to the deaf of America and its trust territories. In addition, the RID has members from other nations. The address is 814 Thayer Ave., Silver Spring, Md. 20910.
Self-Carbon Notetaking Pads	A special notebook developed by the National Technical Institute for the Deaf for taking notes facilitates making a duplicate copy of class notes for sharing with a deaf classmate. It is available from The Bookstore, Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, N.Y. 14623. Carbon sets offer an inexpensive substitute.
Sighted Guide	When serving as a sighted guide for a blind person, and only when the blind person has agreed to accept assistance, let the person take your arm (right or left depending on the blind person's preference). Walk about one-half step ahead. S/he will follow the motion of your body. When showing a blind person to a chair, place his/her hand on the back of the chair.
Sign Language	American Sign Language (ASL or Ameslan) is one form of manual communication used by deaf Americans. Sign language is not universal. Deaf persons from different countries speak different sign languages. The gestures or symbols in sign language are organized in a linguistic way. Each individual gesture is called a sign. Each sign has three distinct parts: the handshape, the position of the hands, and the movement of the hands. The ways in which the signs of ASL are combined are unique to it. They are not based on English or any other spoken language. Two sign systems which *are* based on English are Signed Exact English (SEE sign) and Signed English (or Siglish). The three systems have elements in common, but American Sign Language is the language used by the majority of deaf persons throughout the United States.

Slate and Stylus	The traditional method for writing braille by hand. Slates are made of metal or plastic frames or guides. A pointed steel punch with a handle called a stylus is used to punch the braille dots. Each guide or frame consists of two parts connected at the left end by a hinge. The face of the bottom of the frame is pitted with four lines of a series of six small, round depressions corresponding to the shape and spacing of the dots of the braille cell. To write on a slate, paper is inserted between the top and bottom of the frame and is held in place by small pins. The braille dots are punched downward into the paper. This makes it necessary to write from right to left in order that, when the paper is turned over in position for reading, the braille characters can be read from left to right.
Speech/Time Compressors	Devices that allow the listener to select the listening speed of audio taped material without altering the pitch characteristics of the recording. They can markedly shorten the time it takes to review a recorded lecture.
Spina Bifida	Sometimes referred to as "open spine," it is the second most common birth defect. It damages the spine and nervous system. There are several forms. Long term effects of the most serious form (myelomingocele) include paralysis of the legs and lack of bowel and bladder control. Some spina bifida individuals walk unaided, but most use braces and crutches or a wheelchair. In the most serious cases, hydrocephalus (enlargement of the head due to excess fluids) is controlled by a surgical procedure called shunting which relieves the fluid pressure.

Standards	The following standards are appropriate for laboratory stations: under-counter knee clearance at least 32" in width and a height of 27½", working countertop height not to exceed 30", no sink wells. Faucet handles (blade type) and gas jets, spouts, etc. should be beyond an 18" horizontal working reach from the counter edge. Doorways should be at least 36" wide and ramps should have a gradient no steeper than 1:12. The Association of Physical Plant Administrators (listed in "Resources for Post-Secondary Educators") can provide further information on standards and specifications.
Talking Calculators	Various models of hand held or desk type calculators that "speak" are available and come with an assortment of basic functions from independent memory to accumulating memory. The Library of Congress distributes a "Reference Circular" that provides information on available models and manufacturers. Calculators with braille output are also available, although not in common use.
Telecommunication Devices for the Deaf	TDD's are instruments such as the teletypewriter (TTY) that allow deaf persons to communicate over the telephone. Such a device must be located at each end of the telephone conversation. Some devices type the message on a paper roll while others display the message on an electronic calculator-like display panel with the letters moving from right to left across a screen. Some TDD's display the message on a television-like screen.
Transmitter/Receiver	A wireless electronic amplification system consisting of an instructor microphone/transmitter, binaural student FM receiver, and a recharging unit. The system allows the hard-of-hearing student to have personal amplification in the classroom setting. Newer models are available that are very compact and inconspicuous.

Appendix

Considerations in the Evacuation of Disabled Persons

It is recommended that the college or university consult with local fire officials on the whole matter of emergency evacuation procedures. A representative from the fire department could address a general faculty meeting or a report of such a meeting could be distributed to faculty.

If such information is not available, it would be well to request the college or university administration to set up guidelines prior to any emergency situation.

In the case of fire drills, careful thought should be given to provisions for disabled persons.

Visually Impaired Persons

Most visually impaired persons will be familiar with the immediate area they are in. In the event of an emergency, tell the person the nature of the emergency and offer to guide him/her to the nearest emergency exit. Have the person take your elbow and escort him/her (this is the preferred method when acting as a "sighted guide"). As you walk, tell the person where you are and advise of any obstacles. When you have reached safety, orient the person to where he/she is and ask if any further assistance is needed.

Hearing Impaired Persons

Although some modern buildings are equipped with flashing light alarms, most buildings are equipped with sound alarms. Therefore, persons with impaired hearing may not perceive emergency alarms and an alternative warning technique is required. Two methods of warning are: 1. writing a note telling what the emergency is and the nearest evacuation route. For example: "Fire—out rear door to the right and down. Now!" 2. turning the light switch on and off to gain attention, then indicating through gestures or in writing what is happening and what to do.

Persons Using Crutches, Canes, or Walkers

Such persons should be treated as if they were injured persons for evacuation purposes. Carrying options include using a two-person lock arm position or having the person sit in a sturdy chair, preferably one with arms.

Non-Ambulatory Persons

Most non-ambulatory persons will be able to exit safely without assistance if on the ground floor. Some people have minimal ability to move and lifting them may be dangerous to their well being. Non-ambulatory persons' needs and preferences will vary. Always consult the person as to his/her preference with regard to:

Ways of being removed from the wheelchair.

The number of people necessary for assistance.

Whether a seat cushion or pad should be brought along with him/her if he/she is removed from the chair.

Whether to extend or bend extremities when lifting because of pain, catheter, leg bags, spasticity, braces, etc.

Being carried forward or backward on a flight of stairs.

After-care if removed from the wheelchair; i.e., whether a stretcher, chair with cushion pad, car seat, or perhaps paramedic assistance is necessary.

Additional Things To Consider:
Wheelchairs have many movable or weak parts which were not constructed to withstand the stress of lifting (e.g., the seat bar, foot plates, wheels, movable arm rests).

Some people in wheelchairs may have electrical artificial respirators attached. They should be given priority assistance if there is smoke or there are fumes, as their ability to breathe is seriously jeopardized.

Some people have no upper trunk or neck strength.

If the wheelchair is left behind, remove it from the stairwell and place it so it does not block others.

Remove the batteries from a power wheelchair before attempting to transport it. Make sure the foot rests are locked and the motor is off.

If a seatbelt is available, secure the person in the chair.

If carrying a person more than three flights, a relay team arrangement may be needed.

In the event of emergency, people in wheelchairs and other disabled persons should observe the following procedure for evacuation:

1. *All* persons shall move toward the nearest marked exit. As a first choice, the wheelchair occupant or other disabled person *may* attempt to use the elevator (except in case of fire or earthquake).

2. As a second choice, when a wheelchair occupant reaches an obstruction, such as a stairway, s/he should request assistance from others in the area.

Note: It is suggested that the wheelchair occupant or other disabled person, when possible, prepare for emergencies ahead of time by learning the locations of exit corridors and smoke tower stairwells and by showing a classmate or instructor how to assist him/her in case of emergency.

3. If choices #1 or #2 are not successful, the wheelchair occupant or other disabled person should stay in the exit corridor or on the landing in the smoke tower stairwell. S/he should continue to call for help until rescued. Persons who cannot speak loudly should carry a whistle or have some other means for attracting the attention of others.

Note: All exit corridors and smoke tower stairwells are marked with exit signs and are protected with self closing fire rated doors. These are the safest areas during an emergency.

Rescue personnel (Fire and Police) will first check all exit corridors and exit stairwells for any trapped persons.

Source: Everest and Jennings, "Safety and Handling," Los Angeles, CA, 1976, pp. 18, 19.

*First Aid for Grand Mal Epilepsy**

1. Remain calm. Students will assume the same emotional reaction as the instructor. The seizure is painless to the individual.

2. Do not try to restrain the person. There is nothing you can do to stop a seizure once it has begun. It must run its course.

3. Clear the area around the individual so that s/he does not injure him/herself on hard or sharp objects. Try not to interfere with movements in any way.

4. Don't force anything between the teeth. If the person's mouth is already open, you might place a soft object like a handkerchief between the side teeth.

5. It isn't generally necessary to call a doctor unless the attack is followed almost immediately by another major seizure, or if the seizure lasts more than about ten minutes.

6. When the seizure is over, let the person rest if s/he needs to.

7. Turn the incident into a learning experience for the class. Explain that the seizure is not contagious and that it is nothing to be afraid of.

from **Epilepsy Foundation of America*

Code of Ethics

1. Interpreter/transliterator shall keep all assignment-related information strictly confidential.

2. Interpreter/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.

3. Interpreter/transliterators shall not counsel, advise, or interject personal opinions.

4. Interpreter/transliterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

5. Interpreter/transliterators shall request compensation for services in a professional and judicious manner.

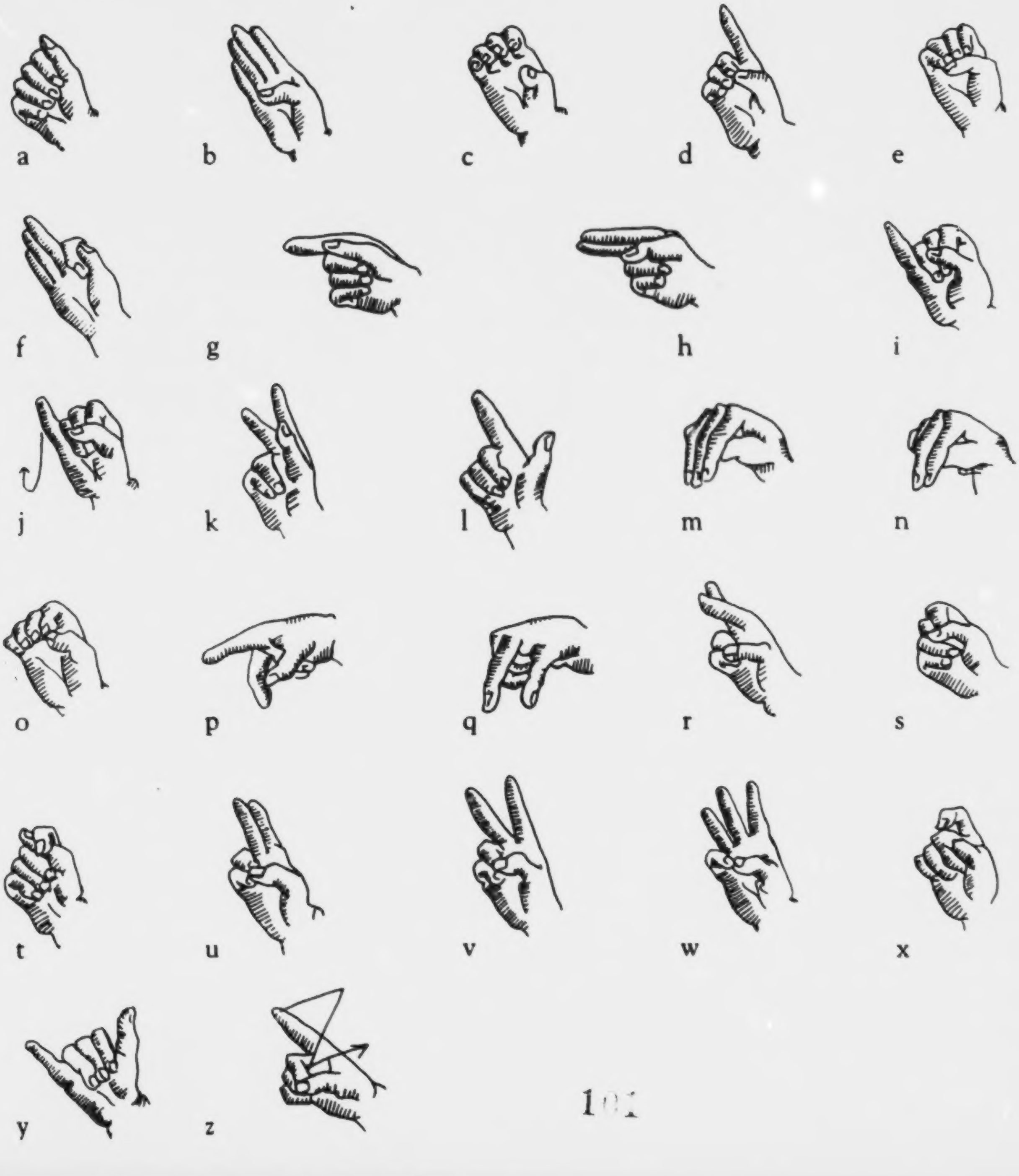
6. Interpreter/transliterators shall function in a manner appropriate to the situation.

7. Interpreter/transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field.

8. Interpreter/transliterators, by virtue of membership in or certification by the R.I.D., Inc. shall strive to maintain high professional standards in compliance with the Code of Ethics.

Source: *Registry of Interpreters for the Deaf, Inc.*

American Manual Alphabet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SAMPLE STUDENT AGREEMENT FOR TAPING LECTURES

DISABLED STUDENT SERVICES

SAN FRANCISCO STATE UNIVERSITY

In the "Rules and Regulations" outlining procedures for compliance with Section 504 of the Rehabilitation Act of 1973 (Nondiscrimination On the Basis of Handicap), it is stated, in the HEW Regulations, § 84. 44 (B), "a recipient to which this subpart applies (S.F.S.U.) may not impose upon handicapped students . . . rules such as the prohibition of tape recorders (or braillers) in classrooms . . . that have the effect of limiting the participation of handicapped students in the recipient's (S.F.S.U.) education program or activity."

Some professors may later want to copyright lectures and therefore are concerned about allowing students to tape record their lectures. This problem can be solved by the student's completing the following agreement:

I, ______________________________, agree that I will not release
name of student

the tape recording or transcription or otherwise hinder ______________________________
professor's name

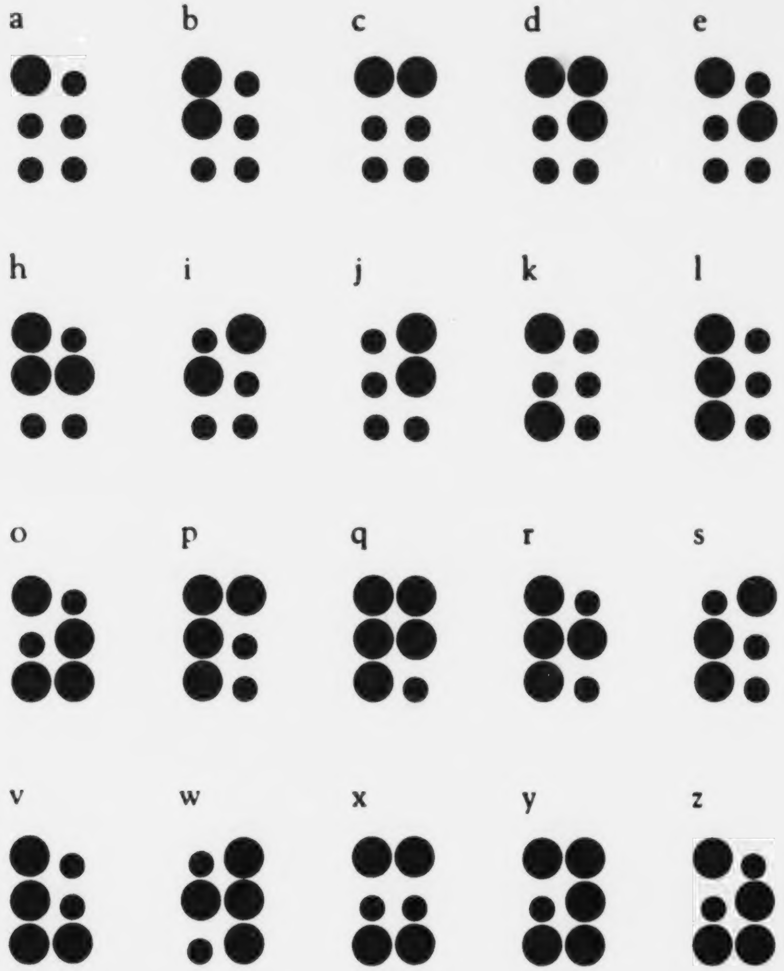
ability to obtain a copyright on lectures I have taped in ______________________________
dept., course # and title

______________________________ ______________________
student signature date

The student gives this to the professor upon completion.

The Braille Alphabet[*]

Braille is a system of raised dots for touch reading and writing by the blind. The entire system is derived from an arrangement of six dots referred to as the braille cell. Each arrangement of dots and each blank space occupy a cell. To aid in identifying the dot positions which comprise the various braille characters, Louis Braille numbered the dot positions of his cell 1–2–3 downward on the left, and 4–5–6 downward on the right.



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[*]From: *Understanding Braille*, American Foundation for the Blind, p. 1, 1969.

Resources For Post-Secondary Educators

Accessibility Information Center, National Center
for a Barrier Free Environment, Suite 1006,
1140 Connecticut Ave., N.W.,
Washington, D.C. 20036

American Alliance for Health, Physical Education
and Recreation for the Handicapped,
Information and Research Utilization
Center, 1201 16th Street, N.W.,
Washington, D.C. 20036.

American Speech and Hearing Association, 9030
Old Georgetown Road, Washington, D.C.
20014.

American Association for the Advancement of
Science, Office of Opportunities in Science,
1515 Massachusetts Ave., N.W.,
Washington, D.C. 20005.

American Association of Collegiate Registrars and
Admissions Officers, One Dupont Circle,
Suite 330, Washington, D.C. 20036.

American Association of University Professors, One
Dupont Circle, Suite 500, Washington,
D.C. 20036.

American Coalition of Citizens with Disabilities,
Suite 201, 1200 15th St., N.W.,
Washington, D.C. 20005.

American Foundation for the Blind, Inc., 15 West
16th Street, New York, NY 10011.

American Printing House for the Blind, 1839
Frankfort Avenue, P.O. Box 6085,
Louisville, KY 40206.

Association for Children (and Adults) with
Learning Disabilities, 5225 Grace Street,
Pittsburgh, Pa. 15236.

Association on Handicapped Student Service
Programs in Postsecondary Education,
Wayne State University, Wayne, Michigan.
48184

Association of Learning Disabled Adults, P.O. Box
9722, Friendship Station, Washington, D.C.
20016.

Association of Physical Plant Administrators of
Universities and Colleges, 11 Dupont Circle,
Suite 250, Washington, D.C. 20036.

Captioned Films for the Deaf, Bureau of Education
for the Handicapped, U.S. Department of
Education, Washington, D.C. 20202.

Council of Citizens with Low Vision, 1211
Connecticut Ave., N.W., Suite 506,
Washington, D.C. 20036.

Higher Education and the Handicapped (HEATH),
Project of American Council on Education,
One Dupont Circle, Suite 780, Washington,
D.C. 20036.

Mainstream Inc. and On-Call, 1200 15th Street,
N.W., Washington, D.C. 20005, (202)
833-1136.

National Association of Blind Students, 1211
Connecticut Ave., N.W., Suite 506,
Washington, D.C. 20036.

National Association of College and University
Business Officers, One Dupont Circle, Suite
510, Washington, D.C. 20036.

National Association of the Deaf, 814 Thayer
Avenue, Silver Spring, Md. 20910.

National Association for Students with Handicaps,
Iowa Memorial Union, University of Iowa,
Iowa City, Iowa 52240.

National Association of the Visually Handicapped,
305 E. 24th Street, New York, N.Y. 10010.

National Arts and The Handicapped, Information
Service, National Endowment for the Arts,
2401 E Street, N.W., Washington, D.C.
20506

National Center for Law and the Deaf, Gallaudet
College, 7th St. and Florida Ave., N.E.,
Washington, D.C. 20002.

National Suttering Project, Box 324, Walnut
Creek, Ca. 94596.

Regional Rehabilitation Research Institute on
Attitudinal, Legal, and Leisure Barriers,
George Washington University, Barrier
Awareness Project, 1828 L Street, N.W.,
Washington, D.C. 20036.

Registry of Interpreters for the Deaf, Inc., 814
Thayer Ave., Silver Spring, Md. 20910.

Spina Bifida Association on America, 131 Hewlett
Neck Road, Woodmere, N.Y. 11598.

United Ostomy Association, 1111 Wilshire
Boulevard, Los Angeles, Ca. 90017.

References

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Gallaudet College, A *Look at American Sign Language*. Washington, D.C., 1977.

Mosby, R.J., "Some Instructional Techniques for Meeting The Needs of Various Learning Disabled Students." Franklin, Missouri, 1977.

Mutti, Margaret, "How Colleges Can Serve the Neurologically Handicapped." Los Angeles, CA, no date.

National Federation of the Blind, Student Division, *Handbook for the Blind College Student*, 4th Edition, Washington, D.C., 1977.

Newman, J.N. "Faculty Attitudes Toward Handicapped Students." *Rehabilitation Literature*. July 1976.

Owens, Janette; Redden, M.R., and Brown, J.W. *Resource Directory of Handicapped Scientists*. American Association for the Advancement of Science, Washington, D.C., 1978.

Redden, Martha Ross, Guest Editor; *Assuring Access for the Handicapped*, Jossey-Bass, Inc., San Francisco, CA, 1979.

Redden, Martha Ross; Davis, C.A., and Brown, J.W. *Science for Handicapped Students in Higher Education*, American Association for the Advancement of Science, Washington, D.C., 1978.

Recording for the Blind, *Catalog of Tape Recorded Books*, New York, N.Y., 1976, Supplements 1977, 1978.

Regional Rehabilitation Research Institute, *Beyond the Silence Barrier*. Washington, D.C., 1978.

Regional Rehabilitation Research Institute, *Free Wheeling*. Washington, D.C., 1978.

Registry of Interpreters for the Deaf, Inc., "Interpreting in the College and Adult Education Setting." Washington, D.C., no date.

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Notes on the Author

Lynn M. Smith developed this handbook while director of Disabled Student Services at San Francisco State University. Earlier he was an administrative assistant with the California Department of Rehabilitation in San Francisco and director of Rehabilitation and Personnel Services at San Francisco's Goodwill Industries Rehabilitation Workshop.

Before moving to California, Smith taught psychology and chaired the Department of Behavioral Science at Mt. Angel College in Oregon. He is a member of the College and University Personnel Association's Higher Education and the Handicapped (HEATH) Technical Assistance Corps, the California Association of Postsecondary Educators of the Disabled (CAPED), and the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE). He is a Certified Rehabilitation Counselor, and a member of both the California Association of the Physically Handicapped and the San Francisco Mayor's Committee on Employment of the Handicapped.

Smith recently moved to Bellingham, Washington, where he plans to continue working for equal access to education and employment. Comments regarding the handbook can be sent to Lynn M. Smith, P.O. Box 2154, Bellingham, WA 98225.

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APPENDIX B-2

TIPS FOR SERVING STUDENTS WITH DISABILITIES

TIPS FOR SERVING STUDENTS WITH DISABILITIES

The following tips were developed by Sid Hemmann with several purposes in mind. The ultimate purpose is to help educators think of many points to consider when serving students with disabilities. These points should help expedite the analysis of each student's unique needs.

The Vocational Resource Educator (VRE) often highlights points that are most appropriate for each student from a special population and forwards them to the vocational teacher before or during the first week of class.

The vocational instructor uses all the information he/she has learned about the student from a special population and highlights the appropriate points for future reference.

General Suggestions For All Mainstreamed Students

1. Get to know the individual student so that you know what is "normal" for the individual.
2. Praise the student for any successful efforts.
3. Use a positive approach in any teaching-learning situation.
4. Reprimand in private.
5. Be consistent and fair.
6. Be empathetic, not sympathetic.
7. Always leave a list of your mainstreamed students and a copy of your teaching strategies you are using for a substitute.

Behavior Disordered

Classroom Behavior and Management

1. Define classroom rules in detail. Be specific about what behavior will/will not be tolerated, and the disciplinary consequences of inappropriate conduct.
2. Place the responsibility of the student's behavior on the student. Always be consistent and immediate in dealing with discipline problems.
3. Use a structured and consistent routine.
4. Seat student away from distractions. Most students with B.D. function better when placed in close vicinity of the teacher.
5. Remove student from the classroom when his/her behavior interferes with the learning of others.
6. Document behavioral incidents on a daily or weekly basis for future reference. (Use your professional judgement as to the necessity of this.)
7. Please leave a list of students with B.D. and their special services teachers for substitutes.
8. Write contracts for students who have difficult following rules or meeting deadlines.
9. Notify B.D. teacher of disciplinary actions and/or prolonged behavioral problems in the classroom.

Class Presentations and Assignments

1. The majority of students with B.D. are able to complete all regular assignments.
2. Be specific about assignments. Always set time limits.
3. Notify B.D. teacher if student is not keeping up with class work.
4. Send student with B.D. to B.D. resource room for assignments/worksheets when distractions are likely to interfere with the student's work. (Always make sure student has assignment written.)
5. Provide student with realistic and achievable projects, deadlines, and goals.
6. Give positive feedback often. (A 4 positive:1 negative feedback ratio is good.)
7. Let student know your feelings - that is, let the student know where he/she stands.
8. Assist the student in learning to identify personal feelings in stressful situations, and ways of coping.
9. Observe student's reactions and behaviors and be aware of situations which could lead to blow-ups.

Evaluations

1. When necessary, send the student to B.D. resource room to have tests read and to work on assignments. Here distractions can be minimized.
2. The majority of students with B.D. are able and should be expected to complete all regular assignments and tests.

Special Adaptations

Learning Disability

Classroom Behavior and Management

1. Explain and post rules - Let student know exactly what is expected.
2. Be organized - Regular routines enable students to know what to expect. Establish a routine. Be consistent!
3. Maintain an organized atmosphere - Put books in one spot, turn in assignments in one place. Don't rearrange - this disrupts the usual pattern of class. Be consistent!
4. Maintain a sense of humor - Laughter can facilitate many learning situations. Make learning positive and fun!
5. Provide a classroom climate of warmth, attention, and emotional support.
6. Demonstrate how something should be done - versus just verbalizing the directions.
7. Label every project and machine - for extra visual stimulation.
8. Situate the student who is L.D. near the instructor to mask external noises and eliminate interruptions during lectures.
9. Provide taped textbooks.
10. Provide notetakers - Appoint a good notetaker, supply carbon paper or xerox the notes for the student.
11. Color code equipment - this reduces reading.
12. Plan activities in which the student cannot fail. Be positive!
13. Don't make comparisons between students who are L.D. and students without a learning disability in an attempt to encourage better performance. Don't criticize - Say something positive!
14. Give students a daily schedule rather than a full week's schedule of activities.
15. Establish good eye contact when speaking.
16. Tape record directions for machine use as well as taping directions on the machine.
17. Concentrate on teaching employable skills.
18. Write contracts for students who have difficulty following rules or meeting deadlines.
19. Auditory Learners require oral instructions, sound clues, records, and audio tapes. In particular, the student needs talking books, tape recorders, real objects or models, and tactile materials. Students who learn auditorially profit from tangible materials, manipulative experiences, demonstrations, and verbal explanations.

20. Visual learners require printed materials, pictures, slides, movies, filmstrips, and sight clues. In particular, students need typed handouts or printed outlines of lectures, reports and assignments, narrative scripts of movies, filmstrips, or audiotapes, and, if available, captioned films. Students who learn visually profit from pictorial illustrations, graphs, diagrams, transparencies, displays, posters, and increased use of the chalkboard and overhead projector.
21. Multisensory learners require presentations which utilize all the modalities - visual, auditory, kinesthetic, and tactile (VAKT).

Class Presentations and Assignments

1. Give options to assignments - oral vs. written reports.
2. Read aloud to the class.
3. Relate new ideas to familiar ones.
4. Write or print directions in short, precise steps.
5. Provide an outline for the lecture.
6. Be specific in lecturing and written work. Eliminate the fat or excess!
7. Teach new vocabulary words prior to the new lesson.
8. Keep these new words on file. Use extra time to drill or go over these words again.
9. Provide outlines of chapters rather than assigning chapters to read and then to outline.
10. Hi-lite key concepts or written material.
11. Allow students to tape record lectures.
12. Encourage typing for those who have difficulty with handwriting.
13. Use demonstration techniques or multisensory materials as often as possible.
14. Expect neat work.
15. Cut handwriting assignments.
16. Allow taped assignments or allow student to tell you the answers.
17. Require a minimal amount of paperwork.
18. Use audio-visuals (overhead transparencies, pictures, slides, filmstrips).
19. Use manipulative activities as often as possible.
20. Pair students with problems with reliable peers.

21. Use Social Reinforcers - "Good," "Super," "Fantastic," "Great" - Be positive!

22. Use Non-verbal reinforcers - wink, nod, smile, thumbs-up, - Be positive!

23. Use Natural Reinforcers - run errands, extra privileges, - Be positive!

24. Provide activities that are short in duration.

25. Provide easy-to-read materials - (High Interest-Low Vocabulary Materials).

26. Provide relevant and concrete activities.

27. Minimize memory-type activities.

28. During lectures - Write on the board or use transparencies - Two modes of learning are better than one!

Evaluations

1. Allow the test to be read to the student.

2. Allow test reader to write the answers that the student gives.

3. Ask direct questions calling for a verbal response.

4. Give objective tests that require minimal writing (ex. true/false, multiple choice, matching).

5. Write, tell, or read the directions in short, precise statements.

Special Adaptations

Blind/Visually Impaired

Classroom Behavior and Management

1. Seat student near an electrical outlet so that equipment such as tape recorders, typewriters, and lighted magnifiers can be plugged in without classroom interruptions.
2. Slightly raised lines around dangerous operating equipment will help to avoid accidents.
3. Provide a classroom climate of warmth, attention, and emotional support.
4. Expect student to care for personal belongings the same as other students.
5. Allow the student ample time to learn room arrangement.
6. Assign a reliable sighted person to guide a student with a visual impairment during fire drills and other emergencies.
7. Write contracts for students who have difficulty following rules or meeting deadlines.
8. Suggest that a student work with a classmate.
9. Seat students preferentially to ensure the best auditory input possible.
10. Maintain a stable classroom to ensure easier mobility. (Keep furniture arranged in the same manner.)
11. Talk with the school nurse about the student's actual visual acuity.

Classroom Presentations and Assignments

1. Encourage the student to take part in a group activity.
2. Give positive feedback often.
3. Provide detailed verbal descriptions.
4. Use material in large print.
5. Record activities on cassettes or tapes.
6. Prepare all duplicated materials and handouts in black, heavily outlined, or in large print.
7. Use records or tapes to describe content.
8. Provide written materials in Braille.
9. Allow a peer reader.

10. Auditory Learners - require oral instruction, sound clues, records, and audio tapes. In particular, the visually impaired child needs talking books, tape recorders, real objects or models, and tactile materials. Students who learn auditorially profit from tangible materials, manipulative experiences, demonstrations, and verbal explanations.

Evaluations

1. Administer tests orally.

Special Adaptations

Hearing Impaired/Deaf

Classroom Behavior and Management

1. Face the student when conversing to make lipreading possible.
2. Seat students preferentially to ensure the best visual input possible.
3. Deaf individuals may tend to nod a lot - this does not always mean they understand. Ask the student to repeat what was said to assure comprehension.
4. Stand in close proximity to the student who needs to lip read (Never farther than 6 feet.)
5. Assign note takers - It is hard for a hearing impaired person to take notes and read lips at the same time.
6. Establish rules for your class - Go over them with the student with a hearing impairment.
7. Students with hearing impairments need to know "In" words used by their classmates.
8. Maintain eye contact.
9. Allow buddy systems - Deafness can be the most isolating of disabilities.
10. Keep face and hands toward the deaf person with whom you are speaking.
11. Do not cover up your lips or face with your hands or turn away from deaf persons present when talking with other hearing people.
12. Do not allow yourself to be interrupted and engage in a conversation with hearing people when you were initially speaking with a hearing impaired person.
13. Never stand in front of a window when talking.
14. Make every attempt to include students who are deaf/hearing impaired in conversations with others.
15. Obtain the student's attention before talking.
16. Mustaches and beards make lipreading difficult.
17. Speak slowly and distinctly but don't overemphasize.
18. Rephrase statements to aid students in understanding what was said.
19. Don't be embarrassed about communicating with a paper and pencil.
20. Don't restrict conversations to business matters. Students who are deaf/hearing impaired have a sense of humor.
21. Do not abruptly change the subject.

22. Check for understanding.

23. Remember speech reading is very tiring.

24. Permit interpreters, if necessary.

25. Remind students to turn down the volume of their hearing aids prior to entering nosy shop areas.

26. Learn sign language, if student uses total communication.

27. Give positive feedback often.

28. Provide a classroom climate of warmth, attention, and emotional support.

29. Write contracts for students who have difficulty following rules or meeting deadlines.

30. Do not wear loud, flashy clothes or dangling jewelry. This can be very distracting to the deaf person.

31. Do not become a head nodder.

32. Allow the student to do things for himself/herself. Students have a "right" to make mistakes and learn from them.

33. Repeat once exactly what was said, then rephrase.

34. Assign a reliable student to aid the student who is hearing impairment during drills.

35. Make it easier to understand words by substituting alternate words that may be easier to lip-read. Remember that there are many guttural sounds (q, k, h) that are hidden within the throat. "M's," "P's," and "B's" are often confused on the lips (ex. monkey and pig are undistinguishable on the lips.) Your facial expressions can help the student understand.

Class Presentations and Assignments

1. Write key words, expressions, or phrases on the board prior to the lesson.
2. Use synonyms.
3. Present new words in context.
4. Encourage the students to ask questions if they do not understand something.
5. Relate new ideas to familiar ones.
6. Circulate among your students for ready assistance when they need it.
7. Red lights may be installed next to switches to indicate when machines are running.
8. Bells on typewriters, timers, fire alarms, and other equipment can be connected to flashing lights.
9. Use printed materials.

10. Use films, slides, and filmstrips. (Provide written transcript.)

11. Give clear, simple instructions.

12. Use new words in varied ways to ensure comprehension.

13. Supplement your oral presentations with natural gestures and visual cues.

14. Use supplementary pictures, charts, and diagrams.

15. Visual learners require printed materials, pictures, slides, movies, filmstrips, sight cues, and "hands-on" experience. In particular, students with hearing impairments need typed handouts or printed outlines of lectures, reports and assignments, narrative scripts of movies, filmstrips, or audiotapes, and, if available, captioned films. Students who learn visually profit from pictorial illustrations, graphs, diagrams, transparencies, displays, posters, and increased use of the chalkboard and overhead projector.

Evaluation

1. Test should be written in terms that are familiar and used by the hearing impaired individual. Do not test new vocabulary but rather, the material that was taught.

Special Adaptations

Orthopedic Disabilities

Classroom Behavior and Management

1. Promote individual independence.
2. Provide a classroom climate of warmth, attention, and emotional support.
3. Be positive.
4. Make specific plans for evacuating students with orthopedic disabilities during fire or storm drills.
5. If possible, provide a regular desk for students who are non-ambulatory when appropriate.
6. Provide space for physical movement or wheelchair.
7. Make material easily accessible.
8. Allot more time for persons who use wheelchairs to get from one place to another.
9. Write contracts for students who have difficulty following rules or meeting deadlines.
10. Be aware if a student is required to take medication and whether it has side effects which may interfere with learning or require additional safety precautions around machinery/equipment.
11. Be aware of the student's ability level. Orthopedic disabilities do not constitute mental retardation.

Class Presentations and Assignments

1. Give positive feedback often.
2. Allow ample time to complete assignments and tests.
3. Be aware that assigned projects may need to be modified.
4. It may be necessary to alter the height of work benches and storage cabinets (ex. pencil sharpener).
5. Special guard plates may need to be installed on some equipment.
6. Tools may have to be modified or machine operating controls relocated.
7. Provide adaptive equipment. (ex. typewriter guard for poor muscle control.)
8. Duplicate sets of books and learning materials for home and class use to ease problems of mobility.
9. Promote typing for students who have difficulty with writing.

Evaluations

1. Allow tests to be read aloud and answered orally.

Special Adaptations

Speech and Language Impairments

Classroom Behavior and Management

1. Be a good speech and language model.
2. Be a good listener.
3. Provide opportunities for speaking activities if the student desires.
4. Wait for student to finish speaking.
5. Avoid forcing the student to present oral reports to the class.
6. Encourage written or small-group reports.
7. Provide a relaxed classroom environment that is conducive to oral participation.
8. Provide speaker with sufficient time to process information and to respond.
9. Provide encouragement and positive reinforcement for speaking.
10. Give positive feedback often.
11. Never label a student as a stutterer.
12. If a student has a voice problem, maintain and expect proper volume levels.
13. If a student stutters, react unemotionally and objectively.
14. If a student stutters, listen in a relaxed manner, do not look away or fidget; do not tell them to hurry up; do not interrupt them or allow others to interrupt.
15. If a student stutters, allow the student to complete his/her own sentences.
16. If a student stutters, do not tell the student to start over, think before speaking, or take a deep breath.
17. If a student stutters, look at the student's eyes while he/she is speaking.
18. If a student stutters, minimize stress; avoid rapid drills or time pressures.
19. If a student stutters, phrase questions so that the student may respond with a short answer.
20. If a student stutters, encourage participation when the student is fluent.

Special Adaptations

Students Who Are Educable Mentally Disabled

Classroom Behavior and Management

1. Be positive.
2. Establish and post rules.
3. Be consistent.
4. Provide a classroom climate of warmth, attention, and emotional support.
5. Praise any success even if it is very small.
6. Provide clear, concise rules and guidelines.
7. Clearly define acceptable behavior and ways to accomplish it.
8. Enforce rules equally for all students.
9. Be a good speech and language model.
10. Give positive feedback often.
11. Emphasize good behavior, don't overlook unacceptable behavior.
12. Pair students with reliable peers.
13. Discuss inappropriate behavior privately in blunt, plain terms.
14. Write contracts for students who have difficulty following rules or meeting deadlines.

Class Presentations and Assignments

1. Repetition is the key.
2. Apply learning to real life situations.
3. Use self-paced materials where possible.
4. Use a variety of assignment choices - oral, written, reports, charts, and written or visual displays.
5. Provide study guides.
6. Suggest routine and repetitive - type activities.
7. Vary instructional strategies (Ex. auditory-tapes, discussion, visual films, charts, manipulative-physical involvement).
8. Circulate among your students for ready assistance when they need it.

9. Give plenty of examples.
10. Relate new ideas to familiar ones.
11. Choose High Interest-Low Vocabulary materials.
12. Allow student to read along as the instructor reads aloud.
13. Break tasks down into smaller tasks.
14. Hi-Lite key phrases in written material.
15. Provide an outline for reading assignments.
16. Provide well-motivated learning periods and short, supervised study periods.
17. Concentrate on teaching employable skills.
18. Introduce new vocabulary words - put them in a box - allow time to review them.
19. Allow students to work in small groups.
20. Color code equipment.
21. Use pictures often on direction sheets.
22. Diagram or tape record instructions for operating machines and equipment.
23. Use audio-visual equipment.
24. Provide taped textbooks.

Evaluations

1. Overlearning skills is essential for retention of the skills.
2. Allow student sufficient time to process information, organize thoughts, and respond.
3. Adjust questioning of students to their level.
4. Allow ample time to finish assignments and tests.
5. Avoid subjective tests.
6. Ask questions only if the student knows the answer and will not feel "put on the spot."
7. Allow student to check mathematical work using a calculator.
8. Allow tests to be read aloud.
9. Test orally.

10. Tape record answers - Tape record tests.

Special Adaptations

ADDITIONAL TIPS FOR WORKING WITH STUDENTS WITH SPECIAL NEEDS

By: Christy Khojasteh

Classroom Behavior and Management

1. Be aware that students may have difficulty interpreting social cues to determine expected social behaviors - provide specific advice when needed (for example, making friends, communicating appropriately, appropriate behaviors for various interactions/situations).
2. Provide student with information on grooming and hygiene as required.

Classroom Presentations and Assignments

1. Provide opportunities to "learn by doing" (for example, hand-on activities, role-playing).
2. Supplement directions with demonstrations.
3. Use concrete terms and examples whenever possible.
4. Provide recurring brief reviews of material covered previously.
5. Guide and encourage the development of skills which promote independence (classroom/study skills, as well as everyday living skills).

OTHER HEALTH IMPAIRMENTS

By: Christy Khojasteh

Health problems which can interfere with the student's learning and classroom participation include such disorders as hemophilia, diabetes, rheumatoid arthritis, epilepsy, asthma, heart disorders, fluctuating hearing impairments due to chronic ear infections, visual impairments, skin disorders, bladder disorders, etc.

General Suggestions For Working With Students With Health Impairments

1. Be aware of the student who is required to take medication.
    a. Provide the student with timely and appropriate opportunities to take required medications on schedule and discreetly.

       (Note: Some medications must be taken with a small amount of food or with milk, others must be taken away from meals; some medications may be taken at the same time, others must be taken a few hours apart. Such recommendations must be followed to assure effectiveness of the medication. The student should be given the opportunity to follow medication instructions appropriately.)

    b. Be aware of side effects which may interfere with learning and/or participation; the student and/or his/her family can discuss with you ways the student can cope with these side effects in the learning setting.

    c. Assure that appropriate safety precautions are taken when the student is working with or near machinery and equipment.

       (Note: Some medications inhibit reaction time, cause dizziness, blurred vision, difficulty in concentrating, and/or other side effects which impact on student safety in the shop/lab setting.)

    d. Medications are often necessary to the maintenance of the student's health. In addition, they may represent a considerable expense to the student and his/her family. The teacher may wish to provide the student with a secure place to keep his/her medications while at school, particularly if the student's medication is a controlled substance (for example, codeine or Percodan for pain relief, phenobarbital for epilepsy). Note that some medications may require refrigeration.

2. Provide a classroom climate of warmth, attention, and emotional support.

3. The student's peers and teachers will be more supportive and more comfortable in interacting with the student if they have an understanding of the student's situation.
    a. You may need to provide them with appropriate information and respond to their questions and concerns. (Often this includes reassuring them that the student's condition is not contagious, even in cases where this may seem unnecessary, for example, epilepsy, diabetes, arthritis, cerebral palsy.)

    b. The student may wish to have an opportunity to present the class with a short, informative report on his/her illness/handicapping condition and/or have a brief question and answer session. (This should be done only if the student feels comfortable doing so.)

4. Be positive and expect student to meet his/her educational requirements.

5. Be aware of other needs for the specific health impairments described below.

Visual Impairments

1. Be aware of the student who should wear glasses or contacts.

2. Observe appropriate safety precautions in shop and lab situations (for example, contact lenses should not be worn in areas where fumes are present).

3. Suggestions for blind/visually impaired may be used as appropriate to the student's particular situation and abilities.

(Note: Some medications cause visual disturbances, such as blurred vision, double vision, difficulty in interpreting symbols and drawings, etc.)

Fluctuating Hearing Impairments Due To Chronic Ear Infections

1. Hearing may be within normal limits on some days and significantly impaired on other occasions.

2. Encourage the student to let you know when he/she is experiencing hearing problems.

3. Develop the habit of facing the student when speaking.

4. Ask the student to repeat instructions to assure comprehension (a smile or nod of the head does not necessarily mean that the student has understood).

5. Clues that the student may be experiencing hearing difficulties include speaking too loudly; irritability; pulling, rubbing, or poking at the ear; apparent inattention; failure to follow instructions or respond to requests/questions.

6. Use tips for "Class Presentations and Assignments" described under "Hearing Impaired/Deaf."

7. Students on medication may experience side effects as discussed above. Teacher should be aware if student is taking medications. (For example, common side effects associated with long-term prophylactic antibiotic therapy for chronic ear infections may include a sensation of itchy skin and/or abdominal discomfort, which may result in irritability, decreased ability to remain attentive and on-task.)

8. A student with chronic ear infections who begins vomiting should receive medical attention, as this may be an early warning sign that meningitis has developed.

Hemophilia

1. Hemophilia is a hereditary disorder in which there is a deficiency in one of the factors necessary for coagulation of the blood (blood clotting). Thus, an injury can potentially result in life-threatening bleeding. Bleeding may be externally visible, or may occur internally.

2. Take adequate safety precautions to prevent physical injury to the student, for example, falling down, bruises, cuts, skin abrasions.

3. Other students and staff must be cautioned to avoid engaging the student in any activity which could lead to injury (this includes "horseplay").

4. Should injury (as described above in 1. or as evidenced by swelling of the joints or bleeding, bruising) occur, the student must receive immediate medical attention.

5. School representative(s), student, family, and physician (if appropriate to the situation) should discuss and decide in advance the procedure to follow in the event of an accident or injury to the student.

Rheumatoid arthritis

1. Rheumatoid arthritis is a chronic, destructive, sometimes deforming, collagen disease. Collagen is a protein which forms the inelastic fibers of the tendons and ligaments. Rheumatoid arthritis is characterized by pain, swollen joints, and, to varying degrees, loss of function and resulting limited mobility. A kind of rheumatoid arthritis that occurs in young people is called Still's disease or juvenile rheumatoid arthritis. This form of arthritis usually affects the larger joints. Treatment may include analgesia (pain relief), anti-inflammatory medication, and rest.

2. Be aware of the student's level of physical capability and plan student's activities accordingly.

3. Be aware that the student may experience pain, which can detract from the learning process (as well as increase irritability, decrease concentration/attentiveness, depending on the individual situation).

4. Be aware of medications student is receiving (see #1 under general suggestions above).

5. Medical attention is required if the student exhibits signs of an overdose of aspirin or pain medication (this can occur unintentionally); common signs of this type of overdose include ringing in the ears, nausea/vomiting, mental status changes (confusion, disorientation, unusual or unexpected behavior), rapid breathing, loss of consciousness.

Asthma

1. Asthma is a respiratory (breathing) disorder characterized by recurring episodes of difficulty in breathing, shortness of breath, wheezing, coughing, and viscous mucoid bronchial secretions. These episodes may be started by inhalation of allergens or pollutants, infection, vigorous exercise, or emotional stress. Asthma in children is usually extrinsic; that is, most attacks are associated with exposure to an allergen. Treatment includes elimination of the causative agent, hyposensitization, aerosol or oral bronchodilators, and short-term use of steroids. Repeated asthma attacks can result in emphysema and permanent obstructive lung disease.

2. Be aware of the student's level of physical capability and plan student's activities accordingly.

   (Note: Physical stress, such as from fatigue, exertion, or cold, should be avoided. Emotionally stressful situations should be minimized, as well.)

3. Be aware of medications student is receiving (see #1 under general suggestions above) and take appropriate precautions to insure student safety.

4. Take precautions to avoid exposing student to potentially harmful substances, such as fumes, sawdust, etc. This may require protective clothing, face mask, or avoidance of certain situations or substances/materials.

5. School representative(s), student, family, and physician (if appropriate to the situation) should discuss/decide in advance the procedure to follow in the event the student experiences breathing difficulties.

Heart disorders

1. Be aware of the student's level of physical capability and plan student's activities accordingly.

2. Be aware if student is taking medication (see #1 under general suggestions above) and take appropriate precautions to insure student safety.

3. IMMEDIATE medical attention is required if the student exhibits such symptoms as shortness of breath, check pain, swelling of the extremities (arms/hands, legs/feet), rapid heartbeat or palpitations.

Diabetes

1. Diabetes is a condition in which the pancreas (a gland) does not make enough insulin (a hormone) which is necessary to utilize sugar and starch for energy. Therefore, the diabetic child takes insulin by injection. If there is too much insulin (or too little sugar) in the blood stream, it can cause an insulin reaction. The symptoms of this may be:
    - Personality change
    - Inattentiveness
    - Crankiness
    - Dizziness
    - Clammy skin
    - "Feels funny"
    - Tingling sensations
    - Seeing double
    - Headache
    - Pale face
    - Hunger
    - Cold sweat
    - Slurred speech
    - Irritability
    - Fast respirations (breathing rapidly)

2. Since the symptoms of insulin reaction vary, it is a safe rule that "food should be given at once to any diabetic child who is behaving strangely." Usually both the teacher and the child can learn to recognize an insulin reaction. Although he/she may resist, the child must eat something sweet, drink some orange juice, or use some "Instant Glucose"; then he/she can resume normal activities. The student should be fed something more substantial right away to prevent a recurring reaction.

3. Symptoms of a more severe reaction are: drowsiness, unconsciousness, possible convulsions. If symptoms occur, contact the school nurse/obtain medical attention. Never send a diabetic student to the nurse alone.

Epilepsy

1. Epilepsy is a group of neurologic disorders characterized by recurrent episodes of convulsive seizures, sensory disturbances, abnormal behavior, loss of consciousness, or all of these. Common to all types of epilepsy is an uncontrolled electric discharge from the nerve cells of the cerebral cortex. Most epilepsy is of unknown cause, but it may sometimes be associated with cerebral trauma (for example, due to birth injury, as a result of a sports-related or automobile accident), infection, brain tumor, vascular disturbances, intoxication, or chemical imbalance. Types of seizures include grand mal, petit mal, and psychomotor.

2. The frequency of attacks may range from several times a day to intervals of several years. In predisposed individuals, seizures may occur during sleep or after physical stimulation, as by a flickering light or sudden loud sound. Emotional disturbances also may be trigger factors. Some seizures are preceded by an aura, but others have no warning symptoms. Most epileptic attacks are brief. They may be followed by drowsiness, confusion, or loss of bladder control.

3. Patients with epilepsy for whom a suitable medication is available and who take their medication(s) regularly may not experience seizures. Children who are treated for epilepsy in childhood may go into remission and remain seizure-free later in life.

4. Know the seizure history of your student.

5. School representative(s), student, family, and physician (if appropriate to the situation) should discuss/decide in advance the procedure to follow in the event the student experiences a serious episode of seizure activity and/or if the student is known to have been susceptible to episodes of status epilepticus (see below).

6. General procedures if a seizure occurs:

   Keep calm. DO NOT restrain the patient or try to revive him/her. You cannot stop a seizure once it has started.

   Clear the area of hard, sharp, or hot objects.

   DO NOT FORCE ANYTHING IN THE PATIENT'S MOUTH. The individual will not swallow his/her tongue. If the mouth is cleaned, do not attempt to introduce any object into his/her mouth.

   Turn patient on side with mouth down to avoid aspiration.

   DO NOT be concerned if he/she seems to stop breathing.

   Notify the school nurse.

   IMMEDIATE MEDICAL ATTENTION IS REQUIRED if the individual seems to pass from one seizure into another without gaining consciousness (status epilepticus). Continual attacks of convulsive seizures occurring without intervals of consciousness are a medical emergency. Unless convulsions are stopped (requires treatment by a health care professional and medication), irreversible brain damage can result. Status epilepticus can be caused by the withdrawal of anticonvulsant drops, inadequate body levels of glucose, a brain tumor, a head injury, a high fever, or poisoning.

7. Types of seizures

   Grand mal: characterized by blackouts, violent jerking of the limbs, irregular breathing, drooling. After the seizure, the patient may feel tired, confused; may fall asleep.

   Petit mal: staring spells. May include rapid eye blinks or small twitching. Seizures last only a few seconds and can occur as often as one hundred times a day. After the seizure, the patient resumes activity as if nothing happened.

   Psychomotor: takes a variety of forms, including chewing and lip-smacking or other purposeless movements (called automatism). Can include dizziness and strong emotions, such as unexplained fear or anger. May have no memory of seizure.

8. If you have a student who is susceptible to grand mal seizures, discuss this with the class and inform them ahead of time of appropriate classroom procedure. Encourage the classroom teacher to appoint a student leader to lead class or to go for additional classroom assistance in case a grand mal seizure

occurs. The teacher should inform students what procedures should be taken if the student with epilepsy experiences a grand mal seizure (see steps in 6. above). Students should be told what they are expected to do in such a situation (go on with learning activity under the leadership of an appointed student, get out books and review current lesson, move to another area such as the school library, etc.) while the teacher assists the student who is experiencing a seizure. If students are informed ahead of time, they will act responsibly when required to do so.

9. Students who have experienced a grand mal seizure in the presence of others at school may require reassurance and assistance in feeling comfortable in the school setting following a seizure. Enlist the aid of other students to put the student with epilepsy at ease.

10. Students with petit mal may experience seizures which interrupt their concentration, interfere with retention of information presented, and/or interfere with the logic/meaning of the information presented in class. They may experience seizures without the teacher or classmates being aware of this. If a student has this type of seizure activity in the class, provide the student with lecture notes or outlines. Encourage the student to come to you with questions if he/she has "missed" something during lectures. During class activities, pairing the student with a partner can assure that the student keeps up with what is going on in the activity, does not miss out, and is able to participate fully.

11. Students who experience repeated petit mal seizures during the course of a lesson may find reading easier to keep up with than mathematics activities. The student can be encouraged to develop a smooth flow of reading or to keep a marker on the page so he/she can continue reading after a seizure. The teacher should check to make sure that the student comprehends the material, since in this situation it is possible to read the words without getting the meaning.

12. Mathematic operations are difficult for such a student to carry on if his/her train of thought is repeatedly interrupted. Allow the student to use fingers, markers on a sheet of paper, or a pocket calculator. The student may have a good understanding of the principle of the mathematical operation, but be unable to carry it out consistently due to interruptions by petit mal seizures. For some math skills, drill and memorization activities may be helpful.

13. Students with epilepsy may experience difficulty in completing written in-class assignments and tests within the usual time limits due to interruptions by seizure activity, and thus, in the student's train of thought. Seizure activity may be increased by the student's perception of being in a stressful situation. Provide these students with additional time to take examinations and complete in-class assignments. Assist the students in learning how to cope with potentially stressful situations, such as test-taking.

14. If you are using computer software, check to make sure that the program does not scroll ahead rapidly, change screens rapidly, move rapidly and abruptly from one thing to another. This can be very difficult for the student with petit mal to keep up with and such a student may miss important information or simply become frustrated by inability to keep up. This type of software should not be required for students who are susceptible to seizures after being exposed to flickering lights.

15. Be aware that students with psychomotor seizures can move and work routinely through activities (for example, driving a car, typing a letter, eating a meal) while actually experiencing a psychomotor seizure. The student's activity may appear purposive to others around him/her, when actually the student is unaware and afterwards may have no memory of the activity. During such episodes, the student may appear as if he/she is drowsy or intoxicated.

16. Students with some types of epilepsy may also experience memory problems. Encourage the development of note-taking skills, the habit of carrying a small notebook to jot down useful information, as well as the use of mnemonic devices.

Cancer

1. Be aware of the student's physical capabilities and plan activities accordingly.
2. Be aware of medications the student is receiving and any required precautions in the classroom.
3. Be positive, cheerful, and upbeat in working with the student. Remember that in many cases, cancer is curable and that many who have had cancer and received treatment can go on to lead normal lives.
4. The student may have a strong desire to exercise control in his/her own life despite illness. When the teacher understands this, such motivation can be channeled positively and constructively to the student's benefit.
5. Be flexible in scheduling student's activities if the student is receiving chemotherapy or radiation therapy. These treatments can require repeated brief hospitalization and the patient may experience some illness following each treatment.
6. The student may be in pain.
7. The student may experience nausea/vomiting as a result of treatments.
8. Individuals on chemotherapy are susceptible to infection; if fever occurs (a sign of possible infection), the student should seek medical attention.
9. Patients on chemotherapy and those with leukemia are susceptible to bleeding problems. Such students should be cautious of situations in which physical injury could occur, such as falling down, skin abrasions.

APPENDIX B-3

ADAPTATION/STRATEGIES

Source: Vocational Resource Educator Handbook, September 1992

PROBLEM	ADAPTATION/STRATEGIES
Visual Perception Visual Skills for Reading Behavior	**Enlarge print** • Retype materials • Utilize individual magnifying glasses • Project material on wall using opaque projector
Visual Perception Visual Skills in Reading Spelling Computation Behavior Arithmetic Readiness Problem Solving	**Reduce Distraction on Page** • Reduce problems or items on page • Frame specific items on page • Cover area on page to reduce items
Visual Perception Handwriting Motor Behavior	**Enlarge Space in Which Student Responds** • Provide separate answer sheet with adequate space for responses • Provide blackboard for written response
Visual Skills in Reading Reading Comprehension Spelling Memory Perception Problem Solving Computation Behavior	**Color Code Material** • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition
Visual Perception Visual Skills in Reading Spelling Handwriting Motor Perception Arithmetic Readiness Computation Behavior	**Utilize Arrows for Directionality** • Provide arrows as cues for following an obstacle course • Provide arrows at top of worksheet or tape on desk as a reminder of left-to-right progression in reading or writing • Utilize arrows to indicate direction of math operations on number line
Reading Comprehension Inner Language Receptive Language Problem Solving Behavior	**Modify Vocabulary** • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified definitions • Instructor gives information or directions in simplified terms

PROBLEM	ADAPTATION/STRATEGIES
Reading Comprehension Auditory Skills in Reading Auditory Perception Receptive Language Memory Problem Solving Behavior Arithmetic Readiness Computation	**Tape Record Material** • Record directions for learner to refer • Record Test-Learner response verbally or written • Record passage; learner follows written text

APPENDIX B-4

EQUIPMENT MODIFICATIONS

What Are Some Equipment Modifications That a VRE Might Recommend?

Sarkees and Scott (1986) lists some general considerations for removal of architectural barriers, as well as for equipment modifications.

Architectural barriers to consider:

- Getting to and entering the building:
  1) Parking areas
  2) Parking spaces
  3) Curb cuts
  4) Walks
  5) Exterior stairs
  6) Doors and doorways
- Moving about inside the building:
  1) Floors
  2) Corridors and hallways
  3) Interior ramps and stairs
  4) Aisles and traffic lanes inside classrooms
- Using school fixtures, appliances and study/work station equipment:
  1) Vending machines
  2) Cafeterias
  3) Restrooms
  4) Drinking fountains
  5) Adjustable tables
  6) Controls and switches on equipment
  7) Warning devices (fire alarms, etc.)
  8) Marking hazards
  9) Assistive devices (mouth controls, keyboard template, etc.) (pp. 223-248)

Another outstanding resource for equipment modifications is *Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People*. It is available from the Wisconsin Vocational Studies Center, Publication Unit, 265 Educational Sciences Building, 1025 W. Johnson St., Madison, WI 53706.

Other resources helpful in this area are:

The Center for Special Education Technology
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
1-800-345-TECH (8324)

Technology Center for Special Education
College of Education
Room 24, School of Education
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 65110
1-800-872-7066

Resources helpful in the area of computers and software:

Computer Users in Speech and Hearing (CUSH)
Dept. of Speech Pathology and Audiology
University of South Alabama
Mobile, AL 36688
(205) 460-3627

Education Department
Special Education Programs (SEP)
400 Maryland Ave, SW
Washington DC 20202
(202) 472-3394

Contact: James Johnson, DONO 4829. Programs to link developers of special education courseware with commercial publishers and to aid in national distribution of products.

Handicapped Children's Computer Cooperative Program
7938 Chestnut
Kansas City, MO 64132

This is a cooperative sharing project involving eight not-for-profit and public school programs in the greater Kansas City, Missouri, area. Consultation services are available for persons interested in learning more about applications of computers to handicapped children. Also available are bibliographies of various software for educational and administrative uses. A small fee is necessary for the above services. Contact Michael Rettig at (913) 625-9281.

Source: Vocational Resource Educator Handbook, September 1992

APPENDIX C

"HOW TO WRITE AND USE LEARNING ACTIVITY PACKAGES"

How to Write and Use Learning Activity Packages

A product disseminated through the:

MARYLAND
VOCATIONAL
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SYSTEM

For additional copies, contact:

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This publication has been reviewed in compliance with Title IX of the Educational Amendments of 1972 and Public Law 94-482, Title II of the Vocational Education Amendments of 1976 for the elimination of sex bias, sex discrimination, and sex-role stereotyping.

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FOREWARD AND ACKNOWLEDGEMENTS

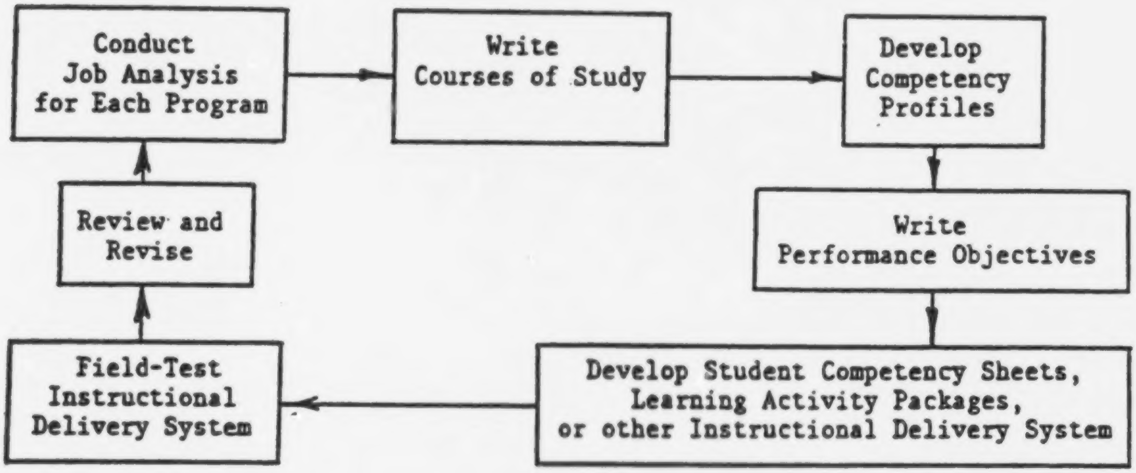
This booklet is part of a series designed to help vocational educators implement competency-based vocational education (CBVE). Each booklet addresses a different aspect of CBVE and, put together, the series of booklets will enable educators to develop the skills needed to implement CBVE in the schools.

The booklets are designed on a competency-based format. Each booklet contains the following sections: purpose, introduction, directions, objectives, learning activities, information sheets or sections, self-checks, and a post-test. There are large group, small group, and individual learning activities so the booklets can be used in a group setting or in an individualized instructional mode.

The following booklets are in the series:

1. What is Competency-Based Vocational Education (CBVE)?
2. How to Do a Job Analysis.
3. How to Write a Course of Study.
4. How to Write and Use Competency Profiles.
5. How to Write Performance Objectives.
6. How to Individualize Instruction.
7. How to Write and Use Student Competency Sheets.
8. How to Write and Use Learning Activity Packages.
9. How to Evaluate Students in a CBVE Program.

Through the following systems approach, using these booklets, a school could implement CBVE programs.


Conduct Job Analysis for Each Program
Write Courses of Study
Develop Competency Profiles
Write Performance Objectives
Develop Student Competency Sheets, Learning Activity Packages, or other Instructional Delivery System
Field-Test Instructional Delivery System
Review and Revise

The project staff would like to thank several groups of people who helped in developing, refining, and field-testing these booklets. On the developmental committee were the following Maryland vocational teachers: Kathy Anderson, Jean Donnelly, Pamela Grivens, Ann Harvey, and David Montgomery. The following Maryland PPYAD Center staff members worked with these teachers on the developmental committee: Deborah Bittinger, Beverly Conroy, David Miller, John O'Brien, and Bruce Stokes. The above people provided valuable input into refining the booklets.

The Division of Vocational-Technical Education, Maryland State Department of Education also assisted in this project. Those involved included: Rose Mary Bengel, Elmer Cooper, Anna De Amicis, Richard Kiley, Robert Laird, Peggy Meszaros, Thomas Miller, William Otto, and Nelson Smith.

The booklets have been field-tested in several locations throughout Maryland. Over 200 teachers in the following counties have used these booklets: Baltimore, Charles, Frederick, Harford, and Prince George's. Special thanks goes to the teachers who participated in the Competency-Based Business Education Workshop, which was coordinated by Elizabeth Dyett and Doug Norris, during the summer of 1978 in Baltimore City.

Special appreciation goes to the following secretarial support team members who made the necessary deadlines to produce these booklets: Betty Fitch, Janice Flack, Pat Moore, Betty Pope, Chris Sierko, and Kerry Witt.

This booklet is a draft copy and will be field-tested during 1978-79. Any comments you may have would be greatly appreciated. Please mail them to:

Dr. Gerald Day
Manager, Curriculum Management System
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Division of Vocational-Technical Education
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PURPOSE

After you have completed this package, you will be able to write and use learning activity packages.

INTRODUCTION

Learning activity packages (LAPs) are one form in which to present content to students in competency-based vocational education. A LAP is a logical, sequential presentation of material that allows students to work either individually or within groups to achieve a specified competency. The basic parts of a LAP are a pre-test, performance objectives, learning activities and resources, self-checks, and a post-test. With content presented in this form, students are able to proceed at a rate commensurate with their abilities.

DIRECTIONS

Read the objectives below. If you feel you need further information about writing and using learning activity packages, read the instructional material in this booklet. If you think you can achieve the objectives, complete the post-test activity.

OBJECTIVES

Upon completion of this booklet, you will be able to perform the following:

1. Given information on what a learning activity package is, list in order the five parts of a LAP.
2. Given information on writing LAPs, write learning activities for individuals, small groups, and large groups. Discussion and self-evaluation will be used to rate your performance.
3. Given information on LAPs management systems, develop a LAPs management system for your classroom. Group discussion and evaluation will be used to rate your performance.
4. Write a LAP and develop a management plan for your course. A checklist will be used to rate your performance. All items must receive an acceptable rating.

LEARNING ACTIVITIES

Perform the following learning activities. Check them off as you do them.

____ Read Information Section I on "What is a Learning Activity Package?"

____ (Optional) Listen to a speaker who has developed and used learning activity packages. Be prepared at the end of the talk to ask questions concerning their development and use.

____ Test Your Knowledge by ranking activities for constructing a LAP.

____ Read Information Section II on "Developing Learning Activities for Individuals, Small Groups, and Large Groups."

____ (Optional) Form into groups and identify as many resources and learning activities as you can that would be suitable to individual, small-group, or large-group instruction.

____ Test Your Skill by writing learning activities for a competency.

____ Read Information Section III on "Managing a LAP System."

____ (Optional) Discuss ways of managing LAPs with a teacher or specialist who has used them.

____ (Optional) Compare the systems you have examined and develop a system best suited to your classroom needs.

____ Test Your Knowledge by developing a LAP management system.

____ Post-Test Activity: Test your knowledge of this entire booklet by completing the post-test.

WHAT IS A LEARNING ACTIVITY PACKAGE?

A LAP system is a method of instruction in which the course content is divided into individual packages of information to facilitate learning. Most LAPs contain a pre-test, performance objective(s), learning activities, self-checks, and a post-test.

Why Use LAPs?

LAPs help the teacher organize instruction in an efficient and effective way. LAPs allow content to be organized in a clear, concise format. Using LAPs helps to break content into small units of instruction. When content changes, an individual LAP may be easily updated. A series of LAPs, when placed together like pieces of a puzzel, provide for the completion of the course objectives. LAPs enable both student and teacher to know what needs to be learned and to what level of proficiency. A LAP is an excellent method to individualize instruction.

What Does a LAP Contain?

Most LAPs contain a pre-test, performance objective(s), learning activities, self-checks, and a post-test. Each LAP does not have to contain all parts. However, a LAP should contain a performance objective and a means to evaluate the learning that has taken place.

When Is a Pre-Test Used?

Having identified content to be covered by an objective, the teacher may want to write a pre-test that will measure the student's level of competency prior to starting the LAP. Some students may have already acquired the knowledge, skill, and/or attitude covered by the LAP. The students who pass the pre-test can move on to the next LAP. In situations where students already display competency, credit can be given as though they have performed the learning activities and passed the post-test. If the student has no knowledge of the material covered by the LAP, the pre-test is not taken. A pre-test also serves as a diagnostic tool to find out what the student knows and what he or she needs work on.

Pre-tests should contain the acceptable level of performance so that the students can clearly identify that they have or have not achieved the objectives.

What Is Done About Content?

LAPs help to break course content into small, precise learning units. The performance objective is written first so that the student outcomes are clearly in mind as each LAP is written. Each LAP should contain several ways for students to learn the content material. Be sure that the activities chosen deal with and reinforce what students are to learn. (More information about learning activities used with individuals, small groups, and large groups is contained in Information Sheet II.)

What About Learning Activities and Resources?

Many resources are available for use in the classroom. Texts, filmstrips, slides, films, charts, kits, and other aids may be used as resources. A LAP may be self-contained and include all the information necessary to complete the package, or refer the students to other resources, such as their textbook or reference books. Students may also be sent to other parts of the school or into the community to locate information or to provide a hands-on experience. Multiple resources from which students may choose to learn from should be provided.

How Are Post-Tests Best Used?

When students feel that they have mastered the information, they should request a post-test. Acceptable performance levels will need to be set as was done with the pre-test. If the student completes the post-test satisfactorily, he or she may move on to the next LAP.

When students fail to achieve the accepted level of performance, they review the LAP again or are given another LAP covering the same material. A strength of LAPs is that students do not need to fail. The student can go back through other learning activities and retest when ready. The retest can be the same as the first post-test, but in most cases is slightly different.

TEST YOUR KNOWLEDGE

PARTS OF A LAP

Directions: Rank the below parts of a LAP in the correct order (1 through 5). Evaluate your responses by comparing your answers with the key given below. If any of your responses are incorrect, reread Information Section I before proceeding to the next section.

____ 1. State a performance objective that indicates to the student the conditions under which he or she will learn, the behavior to be learned, and the acceptable level of performance.

____ 2. Develop a post-test in which the student must achieve a specified level of performance.

____ 3. Provide learning activities which will help a student gain the knowledge, skill, and/or attitude stated in the objective.

____ 4. Include self-checks that help a student measure his or her acquisition of knowledge prior to the post-test.

____ 5. Construct a pre-test which tests student's performance prior to instruction.

Key - 2, 5, 3, 4, and 1

Information Section II

WRITING LEARNING ACTIVITIES FOR INDIVIDUALS, SMALL GROUPS, AND LARGE GROUPS

Individual Learning Activities

Individual learning activities provide students with the opportunity to work at their own pace. This form of individualized instruction allows the more capable students to work ahead, saved from boredom and repetition. As often as possible, the LAP should provide hands-on experiences rather than reading and writing assignments. Students enjoy learning by doing and will retain more of what they have learned. However, students do not like to work on their own all of the time. Group activities as well as individual activities must be provided. It is important to offer your students a choice in the way they can learn.

The following are lists of resources and activities that you can use to present content to individual students. Most of the resources and activities should be familiar to you.

Resources for Students

1. Handouts and worksheets
2. Interviews (school personnel, outside experts)
3. Newspapers and other periodicals
4. Textbooks
5. Television (commercial, educational)
6. Films, filmstrips and slide presentations
7. Media center
8. Classroom resource center
9. Models

Learning Activities

1. Teach another student (peer tutoring)
2. Perform the skill
3. Interview an expert
4. Sketch a design or plan
5. Develop a questionnaire
6. Select key points from a reading
7. Invent a game
8. Write an essay
9. Write a newspaper article
10. Select a point of view and try to convince another student
11. Research an idea and present it to the teacher or class
12. Decide on a method of attacking a problem and defend it
13. Construct a model
14. Watch a filmstrip, movie

Small-Group Activities

Small groups usually comprise from three to five members. You may want to ask the group to choose a chairperson or a recorder if you feel the group will do better with some structure. Have a reasonable time limit for the learning activity which involves a small group. The limit will depend upon the difficulty of the material, and the abilities and motivation of the members of the group. Small groups are effective where a particular objective is common to all the members. The use of the small group allows students with like interests or goals to pool their knowledge, skills, and interests.

Resources for Students

1. Handouts and worksheets
2. Interviews (school personnel, outside experts)
3. Newspapers and other periodicals
4. Textbooks
5. Television (commercial, educational)
6. Films, filmstrips, and slide presentations
7. Media center
8. Classroom resource center
9. Demonstrations

Learning Activities

1. Discuss the objective with an outside speaker
2. Develop a questionnaire
3. Invent a game
4. Discuss the best way to achieve a skill and practice it
5. Divide your group and take opposing points of view
6. Role play from a case problem
7. Divide the objective into parts, with each member researching and sharing a section
8. Brainstorm an idea

Large-Group Activities

The large group may be the whole class or only a part of it. The large group works well when there are competencies common to all the members of the group. For instance, in vocational classes, human relations techniques might prove a common objective for most of the class. Therefore, handling human relations content with everyone at one time might be the most effective way.

You may need to build safeguards for the less capable students to allow them to achieve success in the larger group. This goal may be achieved by providing additional time for some of the class to use individual or small-group activities to reinforce what they have already studied in the larger group.

Resources for Students

1. Textbooks
2. Speakers (teachers or others)
3. Media center
4. Handouts and worksheets
5. Transparencies
6. Newspapers and periodicals
7. Commercial movies
8. Commercial or educational TV
9. Films, filmstrips, or slide presentations
10. Records or cassettes

Learning Activities

1. Discussions
2. Role playing
3. Debates
4. Questions and answers
5. Simulations
6. Group projects
7. Line productions

TEST YOUR SKILL

WRITING LEARNING ACTIVITIES

1. Write at least five learning activities for a particular competency in a content area you teach. Write at least one individual, one small-group, and one large-group activity.
2. When you have completed this activity, evaluate what you have written based on the material contained in Information Section II and discuss it with your workshop leader.

COMPETENCY:

LEARNING ACTIVITIES:

Information Section III

MANAGING A LAPS SYSTEM

One of the most important aspects of using LAPs is the effective classroom management of the system. You may wish to mix or match parts of the five management methods that are described in this section. The important point to remember is not to use any particular system or method, but to find one that works effectively in your classroom. No single system exists that works best in all situations. There are strengths and weaknesses in each system. You will have to decide what system is most effective for you.

In all the systems, help for the teacher with the paperwork is an important consideration. Handing out materials and grading pre-tests and post-tests can occupy a large block of class time. Both the teacher and the student will be more satisfied with LAPs if the teacher is available to discuss problems and suggest solutions. To provide time for the teacher to work with students, a teacher's aide or appointed members of the class to act as class monitors may be needed.

The following are five different classroom management systems.

METHOD 1

	Storage Method	Contents	Use By
A.	Three-Ring Binders	Student LAP Components (objective, learning activities, self-check)	Student
B.	Three-Ring Binders	Teacher LAP Component (objective, teacher instructions, pre-test, post-test, answer key)	Teacher/Aide

Steps

1. Student receives, takes, and returns pre-test to the teacher/aide.
2. Student removes LAP from student three-ring binder and inserts a sheet containing student name in its place or writes LAP number and student name on a LAP IN USE sheet.
3. Student places LAP in his or her notebook.
4. Student completes LAP.
5. Student receives post-test from teacher/aide, completes, and returns.
6. Teacher/aide records successful completion of LAP.
7. Student returns original LAP to binder, removes name sheet or removes name from LAP IN USE sheet.
8. Student records completion of LAP in own notebook.

Advantages:

Reduces cost of supplies by using several large binders.

Disadvantages:

1. Possibility of loss of LAP if it is allowed out of the classroom.
2. Possibility of misfiling by student.

METHOD 2

	Storage Method	Contents	Use By
A.	File folder per LAP	Student LAP Components (objective, learning activities, self-check)	Student
B.	File folder per LAP	Teacher LAP Components (objective, teacher instructions, pre-test, post-test, answer key)	Teacher/Aide

Steps

1. Student receives and returns pre-test to teacher/aide.
2. Student removes LAP folder from file.
3. Student inserts name sheet in place from which the folder has come or fills in LAP IN USE sheet with LAP number and student name.
4. Student completes learning activities.
5. Student requests, completes, and returns post-test to teacher/aide.
6. Student's successful completion of LAP recorded by teacher/aide.
7. Student returns original folder to place in file and removes name sheet from file or removes name from LAP IN USE sheet.
8. Student begins new LAP.

Advantages:

1. Reduces possibility of mixing LAPs since each is contained in individual folder.
2. Allows teacher to keep all LAPs within classroom.

Disadvantages:

1. Increased cost of material.
2. Possibility of misfiling LAPs folder in file.

METHOD 3

	Storage Method	Contents	Use By
A.	File folder per LAP	Student LAP Component (objective, pre-test, learning activities, self-check)	Student
B.	Three-ring binder	Teacher LAP Component (objective, teacher instructions, post-test, answer key)	Teacher/Aide

Steps

1. Student pulls contents from file folder and places in student folder housed in the classroom.
2. Student signs LAP IN USE sheet or inserts name page into folder.
3. Student takes pre-test.
4. Student completes learning activities.
5. Student receives, completes, and returns post-test to teacher/aide.
6. Successful completion of LAP by student recorded by teacher/aide.
7. Student returns LAP to file folder and removes name page or name from LAP IN USE sheet.
8. Student begins new LAP.

Advantages:

1. File folder easier for student to use.
2. LAP remains in classroom.
3. Three-ring binder for teacher's LAP reduces material cost and space needed for storage.

Disadvantages:

1. Cheating on pre-test for those LAPs where information sheet is included.

METHOD 4

	Storage Method	Contents	Use By
A.	Binders and/or file folders	All components together	Teacher/Aide

Steps

1. Teacher/aide gives student pre-test.
2. Teacher/aide supplies student with necessary part of LAP.
3. Teacher/aide gives student post-test.
4. Teacher/aide returns post-test to binder and/or file and records student's successful completion of that LAP.
5. Teacher/aide keeps all records of LAPs in student use.
6. All LAPs returned to teacher/aide at end of each class session.
7. Teacher/aide supplies student with new LAP at completion of post-test.

Advantages:

1. Reduces loss of LAPs.
2. Reduces incorrect filing.
3. Reduces confusion in classroom.

Disadvantages:

1. Prevents teacher from working with students.
2. May cause students to waste time waiting to receive LAP components.
3. May require aide(s) for entire class period.

METHOD 5

	Storage Method	Contents	Use By
A.	File folder/ Three-ring binder	All Components	Teacher/Aide

Steps

1. Teacher or aide provides student with pre-test.
2. Student or aide copies all learning materials needed on copier.
3. All original materials returned to file.
4. Student inserts all learning materials in own notebook.
5. Student requests, takes, and returns post-test to teacher/aide.
6. Teacher/aide records student's successful completion of LAP.
7. Student begins new LAP.

Advantages:

1. Reduces loss of LAP material.
2. Reduces wear on LAP material.
3. Allows more than one student to work on individual LAP at a time.
4. Allows students permanent possession of LAP learning materials for further reference.

Disadvantages:

1. Cost of equipment and materials.
2. Time consuming to copy all learning materials.

LAP SIGN-OUT SHEET

STUDENT NAME	LAP #	Date Out	Date In	LAP Completed Yes/No	Student Comments on LAP

TEST YOUR KNOWLEDGE

DEVELOPING A MANAGEMENT SYSTEM FOR USING LAPS

1. Fill out the form below. Choose those ideas from Information Section III which you believe will best fit your classroom needs. You may include your ideas or those from others in the workshop.

2. Check your ideas with your workshop leader and form groups to critique each group member's effort. Use the material in the Information Section as the basis for evaluation.

Storage Method	Contents	Use By

Steps

Advantages:

Disadvantages:

POST-TEST ACTIVITY

WRITING A LEARNING ACTIVITY PACKAGE

1. Select one competency in your occupational area and write a learning activity package for that competency. Use the planning sheets on the next few pages.

2. You may wish to consult with your colleagues in developing the LAP.

3. Present your LAP to a group of your peers for evaluation and discussion. Use the attached checklist to evaluate your LAP. All items must receive an acceptable rating.

4. Specify how you would use LAPs in your classroom or shop on this page.

LEARNING ACTIVITY PACKAGE

Title:

Performance Objective:

Directions:

Pre-Test:

Learning Activities:

Self-Check(s):

Post-Test:

WRITING A LEARNING ACTIVITY PACKAGE CHECKLIST

	Acceptable	Unacceptable
1. Objective stated in performance terms.		
2. Directions are brief and clearly stated.		
3. Pre-test designed to measure competency level; level of performance indicated.		
4. Type of pre-test to be used indicated.		
5. Resources and learning activities will help student achieve performance specified in objective.		
6. Learning activities are provided for several levels of difficulty.		
7. Learning activities are provided for individuals, small groups, and large groups.		
8. Resources required for activities are listed.		
9. Self-checks for students are provided.		
10. Type of post-test evaluation to be used is indicated; level of acceptable performance is given.		

APPENDIX D

WRITTEN VOCATIONAL PLANS
IEP/IVEP/IVP

SPECIAL SERVICES
4-5 YEAR HIGH SCHOOL PLAN

Student ______________________ Date __________ Program (LD,EMH,etc)

I. ACADEMIC (Brief outline of classroom performance - from classroom teacher or case manager)

II. VOCATIONAL (Interests, present skills, aptitudes, strengths & weakness - from vocational evaluation)

III. SOCIAL/BEHAVIORAL (Description of any behavioral problems, etc. - from case manager, evaluation results)

IV. RECOMMENDATIONS (Specific classes, tutoring time, length of high school program, etc - from all involved)

V. LONG RANGE GOAL (Outcome from high school, i.e., employment, prep for college or other training, sheltered workshop - from team)

VI. PERSONS DEVELOPING PLAN

Name	Name
(Names & dates of people involved	- signatures not necessary)

(over)

REGISTRATION WORKSHEET STUDENT________________________

	Credit	Classes	Credit	Classes
First Year				
Second Year				
Third Year				
Fourth Year				
Fifth Year				

Source: Individual Vocational Education Plan, North Dakota State Board for Vocational Education, Bismarck, North Dakota.

Figure Twelve

Author's Note: An example of the Vocational Aspects of a student's IEP is found below. This IEP lists the long and short term objectives as well as the student's progress in meeting those objectives.

SAMPLE

INDIVIDUAL EDUCATION PLAN*
Vocational Aspects

CARPENTRY
Stage I

Student ______________ Grade ________ Date __________ RVI Teacher ______________

Vocational Instructor ______________

Long Range Objectives:

Student will be able to demonstrate job entry level skills in construction trades sub-cluster of carpentry	
	Accomplished
	Progress being made
	Progress not made
	Objective dropped
Comments:	

Short Term Objectives:

1.

Student will be able to demonstrate basic skills in measuring, layout and checking	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

2.

Student will be able to demonstrate basic skills in using hand saws	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

3.

Student will be able to demonstrate basic skills in using power saws	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

4.

Student will be able to demonstrate basic skills in using hand drilling tools	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

Student will be able to demonstrate basic skills in using power tools	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

Student will be able to demonstrate basic skills in using driving tools	
	Accomplished
	Progress being made
	Progress not made
	Dropped
Comments:	

*Developed from State Curriculum Guides or Curriculum Supplements.

(Gill and Langone, 1978)

Figure Ten

Author's Note: The chart below is an example of a handicapped student's annual goals, instructional objectives and implementation plan for a vocational course in Commercial Baking. This chart is accompanied by a student's record of performance of program competencies which is found on the following page.

GREAT OAKS JOINT VOCATIONAL SCHOOL DISTRICT
INDIVIDUAL VOCATIONAL EDUCATION AND SUPPORT SERVICES PLAN

STUDENT'S NAME ____________ HOME SCHOOL A ____________ PROGRAM COMMERCIAL BAKING
CAMPUS ____________ INSTRUCTOR ____________ SUPPORT TEACHER ____________ DATE ____________

ANNUAL GOAL(S)	INSTRUCTIONAL OBJECTIVES	IMPLEMENTATION PLAN
Preparation for Employment in Commercial Industry	To achieve 75-100% competency on performance objectives of program curriculum Specific Objectives: Student Will	Progress will be monitored and support services provided where necessary to supplement classroom and laboratory instruction
	1.1 Develop attitude of sticking to assigned task until completed	1.1 Vocational Instructor will give oral direction outlining step by step procedure at the beginning of each task - reinforce procedure when necessary
	2.1 Develop responsibility in the taking of attendance	2.1 Attendance will be monitored DAILY by support teacher with assistance by the visiting teacher
	3.1 Develop ability to follow written instructions (reading and following standardized formulas)	3.1 Support teacher will provide clear, legible written copies of assignment and recipes
	4. Concentrate on ability, calculate, weigh and measure standardized formulas	4.1 Individual assignments and practice will be designed and monitored by support teacher 4.2 Extra practice will be provided by the vocational instructor (student teaming when necessary)
(Britt, 1981)		

INDIVIDUAL VOCATIONAL EDUCATION PLAN

Prepared for ________________________________ Expected Graduation 19______

Long Range Vocational Goal ____

____

	TENTATIVE CLASS SCHEDULE 1st Semester	 2nd Semester	DESCRIPTION OF SERVICES
Grade 9 19___-___			

Annual Goal/Objectives ____

____ Attained? ________

Grade 10 19___-___			

Annual Goal/Objectives ____

____ Attained? ________

Grade 11 19___-___			

Annual Goal/Objectives ____

____ Attained? ________

(over)

Grade 12 19___-___			

Annual Goal/Objectives____

____Attained?__________

After Graduation		

D-6

Prepared By______________________________Position____________________Date__________

Projected Date(s) for Review/Update______________________________

Comments:

Source: Individual Vocational Educational Plan, North Dakota State Board for Vocational Education, Bismarck, North Dakota.

LEX LA-RAY A.V.

VOCATIONAL ASSESSMENT SUMMARY

Confidential Information

Student's Name__________ Age___ Sex___ Birthday______ Home School__________ Grade____

Parent(s) Name__________ Address________________ Phone______

I. GOALS

A. Goals/Interests for after high school Graduation

1.________________

2.________________

3.________________

B. Vo Tech Training Interests

1st choice____________

2nd choice____________

C. Parent comments____________

____

D. Attach copies of student's 4-year plan and transcript.

D-7

II. BACKGROUND/READINESS

A. Attitude/Work Habits (Attach checklist)

___Well-developed ___Fair ___Needs Improvement

B. Attendance: Number of days missed:

This year_____ Last year_____

C. Previous courses related to desired vocational program:____________

____

D. Entry Level Skills (Attach checklist)

_____adequate _____Lacking in some areas

E. Past Employment Experience

Employer	Job Duties
1.________	________
2.________	________
3.________	________

III. RECENT TEST DATA

A. Intelligence

WISC-R Date_____ Other

Verbal -

Performance -

Full Scale -

B. Achievement

Test________ Date_____

Reading -

Math -

Written Language -

Spelling -

C. Aptitude (Aptitude tests, observations)

ASVAB Date_____ GATB: Date_____

D. Interest Inventory

Inventory Used:

Area of Interest:

E. Preferred Learning Style (C.I.T.E.)

___Auditory ___Visual ___Combination

IV. SPECIAL LEARNING NEEDS

A. Diagnostic category________

B. Areas of Strength

1.

2.

3.

4.

5.

C. Areas of Weakness

1.

2.

3.

4.

5.

D. Health Considerations

E. Special Adjustments needed (Use checklist on back)

V. RESOURCE INFORMATION

A. Special Services Teacher

B. Date of last I.E.P. Review_____

Attach a copy of the student's current IEP to this form.

BEST COPY AVAILABLE

SPECIAL ADJUSTMENTS RECOMMENDED

________ Notification of resource teacher concerning:

 _____Reading assignments

 _____Written assignments

 _____Math assignments

 _____Tests

______ Supplemental study guides/handouts

______ Assistance with note-taking skills

______ Use of calculator for tasks involving computation.

______ Sit near front of classroom

______ Tests read to student

______ Additional time allowed to complete tests

______ Adjusted course curriculum

______ Pass/Fail grading

______ Use of behavior contracts/rating cards

______ Career counseling

______ Monthly progress reports with V.R.E.

Other (Please be sure to note any health related adjustments needed.)

______

______

______

______

LEX LA-RAY A.V.T.S.

VOCATIONAL PLANNING SUMMARY

STUDENT______________________________ DATE____________

I. ASSESSMENT SUMMARY______________________________

II. LONG RANGE GOAL (AFTER HIGH SCHOOL GRADUATION)______________

III. ANNUAL GOAL--VOCATIONAL TRAINING______________________

IV. RECOMMENDATIONS (SPECIFIC CLASSES, RESOURCE TIME, ETC.)__________

V. PERSONS DEVELOPING PLAN

NAME(SIGNATURES NOT NECESSARY)	ROLE

VOCATIONAL ASSESSMENT SUMMARY

NAME____________________ SCHOOL______________________

DOB__________ GRADE__________ SP. TEACHER____________________

SP. SER. PLACEMENT______________ VOC. PROG. CHOICE______________

APTITUDE RESULTS

GATB__________ ASVAB__________ OTHER__________

COMMENTS:

INTEREST RESULTS

PIC__________ WRIOT__________ OTHER__________

COMMENTS:

LEARNING STYLES INVENTORY RESULTS

CITE__________ OTHER__________

COMMENTS:

ACHIEVEMENT RESULTS

PIAT__________ WRAT__________ OTHER__________

READING LEVEL______________

SPELLING LEVEL______________

MATH LEVEL________________

COMMENTS:

INTELLIGIENCE RESULTS

VERBAL IQ__________ PERFORMANCE IQ__________ FULL SCALE IQ__________

COMMENTS:

OTHER RESULTS

MO-VIEW__________ BASIC-VIEW__________ SEARCH & LEARN__________

COMMENTS:

INDIVIDUAL VOCATIONAL EDUCATION PLAN

(IVEP)

STUDENT NAME: Tracy (Fictional name) CATEGORY: D

AGE: 18 SEX: F SENDING SCHOOL: Marshall High

I. **Write a short paragraph about the student's current status.**

Tracy is a senior at Marshall High. She would like to enroll in Health Occupations and T & I. Tracy has difficulty accepting authority figures. She is restless and inattentive in class a lot of the time. She is easily frustrated. Tracy is seldom absent from school and she is usually at class on time. She has a nice appearance.

Ia. **Attach vocational assessment data to this form.**

II. **Present grade levels of educational functioning:**

Test and Test Date: SRA/Nov. 1985

Reading Vocabulary: 10-4
Comprehension: 9-6
Spelling: 7-0

Listening: None available

Math: 7-5

III. **What vocational program is recommended by the Pupil Evaluation Team:**

Health Occupations
Trade and Industrial Education

IIIa. **Other recommended classes to consider:**

None

IV. **Explanation of this vocational program as the most appropriate program for this student:**

1. Tracy has successfully completed the Cooperative Industrial Education class.
2. Tracy has interest in working during her senior year for school credit and job experience.
3. Tracy has interest in the health occupations.
4. Assessment results suggest Tracy could be successful in the health care area if she improves her attitude.

V. **Vocational Goals (Long term objectives for this student.)**

1. To complete the Health Occupations course with knowledge in basic health care.
2. To complete the Health Occupations course with knowledge to obtain employment in the health care area.
3. To complete the T & I class with knowledge in maintaining employment.

VI. **Short Term Objectives**

1. Tracy will recognize careers in the health care field.
1a. Given the Occupational Outlook Handbook, Tracy will analyze jobs in the health care profession.
1b. Tracy will state a specific job in which she would like employment.

2. Tracy will demonstrate skills in the food service area of health care.
2a. Assigned a resident, Tracy will be able to feed the resident according to nursing standards.
2b. Given a mannequin, Tracy will be able to administer the Heimlich Maneuver with 100% accuracy.

3. Tracy will demonstrate personal care skills.
3a. Given an occupied bed, Tracy will be able to make the bed with 100% accuracy.
3b. Assigned a resident, Tracy will be able to give a tub bath with 100% accuracy.
3c. Assigned a resident, Tracy will be able to give and remove a bedpan according to nursing standards.

4. Tracy will be able to perform special procedures in health care.
4a. Assigned a resident, Tracy will be able to measure blood pressure with 100% accuracy.
4b. Assigned a resident, Tracy will be able to weigh and measure the resident with 100% accuracy.
4c. Assigned a resident, Tracy will be able to turn the resident in bed with 100% accuracy.
4d. Assigned a resident, Tracy will be able to ambulate the resident according to nursing standards.

5. Tracy will be able to complete the competencies of nurse assistant for certification.
5a. Given the list of competencies for certification as a nurse assistant, Tracy will be able to complete all objectives with 100% accuracy.

6. Tracy will be able to explain employability competencies.
6a. Given a sheet of paper, Tracy will be able to list five personal characteristics of employability with 100% accuracy.
6b. Tracy will be able to state six job seeking techniques with 100% accuracy.
6c. Tracy will be able to list on paper, four forms of business ownership with 100% accuracy.

7. Tracy will demonstrate career planning and research skills.
7a. Given paper, Tracy will list the main sources of career information with 100% accuracy.
7b. Tracy will complete a personal career profile.
7c. Tracy will write a career goal for herself.

8. Tracy will be able to identify employability readiness.
8a. Given the Cooperative Industrial Education list of vocational objectives, Tracy will check the appropriate degree of employability readiness for each objective.

9. Tracy will be able to control her temper and attitude toward authority figures.
9a. While on the job, Tracy will talk to supervisors in a positive manner 95% of the time.
9b. While in class, Tracy will talk to supervisors in a positive manner 95% of the time.
9c. Whenever Tracy becomes frustrated, she will talk about her frustrations after class but not during the class hour.

NOTE: Tracy will review all objectives found in the Health Occupations and Cooperative Industrial Education vocational objective file.

VII. List special education and related services to be offered at the career center.

Progress will be monitored by the vocational evaluator.

VIII. Describe what modifications and adaptations of instructional equipment are needed.

Modifications will be made only as necessary.

Method of Evaluation
1. Grades on tests.
2. Grades on homework and classroom assignments.
3. Teacher observation of student progress.
4. Grades on inservice work in Health Occupations.

5. Grades on work experience in T & I.
6. Final examination for certification as a nurse aide.
7. Rating results from the vocational objectives worksheet.

IX. To what extent will the student be able to participate in regular vocational classes.

100%

X. Vocational Services

1. Date for commencing services: Sept. 1986
2. Length of time of services: 9 months

XI. Career Center staff members responsible for program implementation and evaluation.

Teacher: K.L.
Teacher: P.S.
Student: Tracy
Counselor: B.W.
Vocational Evaluator: R.S.
Director: B.R.

XII. Date of last IVEP review.

11	20	86
Month	Day	Year

This model provides a more indepth and comprehensive vocational plan than most disadvantaged students will require.

Special thanks to Debbie Martin. This IEP was adapted from the model she uses for special needs students at Saline County Career Center.

SCHOOL NAME

INDIVIDUAL VOCATIONAL PLAN FOR DISADVANTAGED STUDENTS

Name ____

Grade __________ Age __________ GPA __________ Date ______________

Employment Goal ______________________________________

ASSESSMENT RESULTS: Must current - Formal & Informal

Interest Inventory ____________________________________

Results ____

____

____

Aptitude Assessment ___________________________________

Results ____

____

____

Achievement Assessment ________________________________

Results ____

____

____

SPECIAL SUPPORT SERVICES NEEDED ________________________

____

____

JUSTIFICATION FOR DISADVANTAGED SERVICES _________________

____

____

VOCATIONAL EDUCATION PLAN

Freshman Year Grade

Sophomore Year Grade

Junior Year Grade

Senior Year Grade

VOCATIONAL SCHOOL TESTING RESULTS:

Pretest Math Score____________ Posttest Math Score____________

Pretest Reading Score_________ Posttest Reading Score_________

A CATEGORIZED "SHOPPING-LIST" OF VERBS USEFUL FOR MAKING OBJECTIVES MORE PRECISE

SIMPLE TASKS

attend
choose
collect
complete
copy
count
define
describe
designate
detect
differentiate
discriminate
distinguish
distribute
duplicate
find
identify
imitate
indicate
isolate
label
list
mark
match
name
note
omit
order
place
point
provide
recall
repeat
select
state
tally
tell
underline

STUDY SKILLS

arrange
attempt
categorize
chart
cite
circle
classify
compile
consider
diagram
document
find
follow
formulate
gather
include
itemize
locate
map
organize
quote
record
relate
reproduce
return
search
signify
sort
suggest
support
underline
volunteer

ANALYSIS SKILLS

analyze
appraise
combine
compare
conclude
contrast
criticize
deduce
defend
evaluate
explain
formulate
generate
induce
infer
paraphrase
plan
present
save
shorten
structure
switch

SYNTHESIS SKILLS

alter
change
design
develop
discover
expand
extend
generalize
modify
paraphrase
predict
propose
question
rearrange
recombine
reconstruct
regroup
rename
reorganize
reorder
rephrase
restate
restructure
retell
rewrite
signify
simplify
synthesize
systematize

GENERAL APPLICATIONS

Arts and Crafts:

assemble
blend
brush
build
carve
color
construct
crush
cut
dab
dot
draw
drill
finish
fit
fix
fold
form
frame
grind
hammer
handle
heat
illustrate
make
melt
mend
mix
mold
nail
paint
paste
pat
position
pour
press
procedure
roll
rub
sand
saw
sculpt
sew
shake
sharpen
sketch
smooth
stamp
stick
stir
trace
trim
varnish
wipe
wrap

Drama:

act
clasp
correct
cross
direct
display
emit
enter
exit
express
leave
move
pantomime
pass
perform
proceed
respond
show
start
turn

Language:

abbreviate
accent
alphabetize
argue
articulate
capitalize
edit
hyphenate
indent
outline
print
pronounce
punctuate
read
recite
speak
spell
state
summarize
syllabicate
translate
type
verbalize
write

Mathematical:

add
bisect
calculate
check
compound
compute
count
derive
divide
estimate
extrapolate
extract
graph
group
integrate
interpolate
measure
multiply
number
plot
prove
reduce
solve
square
subtract
tabulate
tally
verify

Music:

blow
bow
clap
compose
conduct
finger
harmonize
hum
mute
play
pluck
practice
sing
strum
tap
whistle

Physical:

arch
bat
bend
carry
catch
chase
climb
coach
coordinate
critique
float
grip
hit
hop
jump
kick
knock
lift
march
perform
pitch
run
score
skate
ski
skip
somersault
stand
stretch
strike
swim
swing
throw
toss

Science:

calibrate
compound
connect
convert
decrease
demonstrate
dissect
graft
grow
increase
insert
lengthen
light
limit
manipulate
nurture
operate
plant
prepare
reduce
remove
replace
report
reset
set
specify
straighten
time
transfer
weigh

Social:

accept
agree
aid
allow
answer
buy
communicate
compliment
contribute
cooperate
disagree
discuss
excuse
forgive
greet
guide
help
inform
interact
invite
join
laugh
lend
meet
offer
participate
permit
praise
react
relate
serve
share
smile
supply
talk
thank
volunteer
vote

BEST COPY AVAILABLE

SAMPLE ACTION VERBS

Supervisory and Managerial Jobs

Advise
Analyze
Appraise
Approve
Assess
Assign
Compare
Conduct
Contact
Counsel
Determine
Diagnose
Draft
Establish
Estimate
Forecast
Implement
Initiate
Interpret
Interview
Investigate
Maintain
Manage
Monitor
Negotiate
Observe
Orient
Participate
Perform
Plan
Prepare
Process
Recommend
Review
Schedule
Sign
Study
Submit
Supervise
Verify

Information-Collection Jobs

Analyze
Acertain
Audit
Calculate
Check
Compile
Compute
Confer
Consult
Count
Diagnose
Gather
Identify
Inspect
Interview
Inventory
Locate
Measure
Observe
Obtain
Proof
Receive
Review
Verify
Weigh

Decision-Making Jobs

Approve
Compare
Decide
Determine
Estimate
Evaluate
Judge
Rate
Test

Production and Controlling Jobs

Address
Adjust
Apply
Arrange
Attach
Clean
Compose
Deposit
Design
Develop
Disassemble
Distribute
Edit
Endorse
File
Fit
Greet
Grind
Install
Instruct
Load
Lubricate
Make
Maintain
Notify
Open
Paint
Phone
Post
Process
Rebuild
Recommend
Remove
Repair
Replace
Reprimand
Revise
Rewire
Rotate
Schedule
Select
Set
Sign
Solder
Sort
Straighten
Submit
Train
Transcribe
Type
Weld
Write

APPENDIX E

SUPPLEMENTAL TEACHER RECORDKEEPING

DAILY WORK PLAN/LOG

DATE________________

APPOINTMENTS/CALLS/VISITS/ACTIVITIES	NOTES
7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
9:00	
9:15	
9:30	
9:45	
10:00	
10:15	
10:30	
10:45	
11:00	
11:15	
11:30	
11:45	
12:00	
12:15	
12:30	
12:45	
1:00	
1:15	
1:30	
1:45	
2:00	
2:15	
2:30	
2:45	
3:00	
3:15	
3:30	
3:45	
4:00	
NIGHT-TIME	

St. Louis Public Schools -- Vocational Education Division

SUPPLEMENTAL TEACHER DAILY LOG

Supplemental Instructor ____________________

School ____________________

Date ____________________

A.M.	Student	Course	Competency Code	Instructional Activity	Evaluation Pass/Continue	Time	
						Start	End
P.M.							

____
Supplemental Instructor Signature

SAMPLE PROCESS CHECKLIST

Task No. 021

Task: Type a letter in full block style.

		Yes/No	
1.*	Single spaced	____	____
2.	Centered letter horizontally	____	____
3.	Centered letter vertically	____	____
4.*	Began all lines at left margin	____	____
5.	Typed date on line 13-15	____	____
6.*	Typed attention line before salutation	____	____
7.	Typed Mr/Ms in attention line	____	____
8.*	Typed a plural salutation	____	____
9.*	Double spaced before company name	____	____
10.*	Typed an appropriate complimentary closing	____	____
11.*	Double spaced before company name	____	____
12.*	Typed company name in all capitals	____	____
13.*	Left 3 blank lines for handwritten signature	____	____
14.	Typed reference initials	____	____
15.*	Typed copy notation	____	____
16.*	Typed a mailable letter	____	____

Total points ____

Points earned ____

*mastery required

Number needed for Mastery ____

Product Attempt	1	2	3	4
Date of Attempt	____	____	____	____

(SOURCE: Department of Elementary and Secondary Education, 1985)

Source: Vocational Resource Educator Handbook, September 1992

GRADE CONTRACT FORM

I, ______________________________, agree to complete the following objectives and
(student's name)

activities by _____________.
(date)

1.

2.

3.

______________________________ _____________
(student's signature) (date)

I, ______________________________, agree to award a grade of ___ upon completion of all
(teacher's name)

objectives and activities listed above, if completed by _____________.
(date)

Monitoring System

	Date Started	Date Completed	Teacher Initial
Objective 1:			
Activity 1.1:			
Activity 1.2:			
Objective 2:			
Activity 2.1:			
Activity 2.2:			
Objective 3:			
Activity 3.1:			
Activity 3.2:			

Source: Vocational Resource Educator Handbook, September 1992

APPENDIX F

VOCATIONAL PLANNER'S GUIDE: CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATIONAL ACT OF 1990, P.L. 101-392

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Revised

MISSOURI
VOCATIONAL
ADMINISTRATIVE
PLANNING
GUIDE

POLICY OF NONDISCRIMINATION

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements are hereby notified that the Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, age, or disabling condition in admission or access to, or treatment, or employment in its programs and activities.

Any person having inquiries concerning compliance with the regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, is directed to contact:

Director of Personnel
Missouri Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, Missouri 65102
(314) 751-3815

This position has been designated to coordinate the Department's effort to comply with the regulations implementing Title VI, Title IX, and Section 504.

MISSOURI
VOCATIONAL ADMINISTRATIVE PLANNING GUIDE
1993

REVISED

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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OVERVIEW

The Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) and the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) continues federal assistance for vocational education. The amended Act authorizes and provides financial assistance to state vocational education programs and state leadership activities. The provisions relating to state administered programs and activities are primarily divided in two major sections of the amended Act: Title II-Basic State Grants for Vocational Education and Title III-Special Programs.

Title II delineates the provisions for the general distribution of the basic grant funds. This portion of the Act is subdivided into three parts: Part A - State Leadership Programs; Part B - Other State Administered Programs; and Part C - Statewide Distribution for Secondary and Postsecondary Vocational Education Programs, Services, and Activities.

Part A, State Programs, requires the state to utilize federal funds to provide professional development, curriculum development, assessment of programs, state leadership activities, data collection, and statewide special projects.

Part B provides for programs, services, and activities relating to specific state administered programs. These specific programs include programs for: single parents, displaced homemakers, and single pregnant women; programs to eliminate sex bias and stereotyping in secondary and postsecondary vocational education; and programs to assist juvenile and adult criminal offenders.

Part C provides funding for vocational education programs, services, and activities at the secondary and postsecondary/adult levels within local education agencies (LEAs) throughout the state. These funds are allocated and distributed to the LEAs through the use of prescribed formulas and distribution criteria that are contained within this section of the Act. In addition, the funds that are distributed must be used by the LEAs to: provide vocational education programs that are of such size, scope, and quality as to be effective; integrate academic and vocational education in such programs through coherent sequences of courses or instruction so that students achieve both academic and occupational competencies; and provide equitable participation in such programs for individuals who are members of special populations.

Title III of the Act authorizes special programs to be conducted within the state, each funded from a separate state allotment. The three "special programs" which are currently funded are: Part A - State Assistance for Vocational Education Support Programs by Community-Based Organizations; Part B - Consumer and Homemaking Education; and Part E - Tech-Prep Education.

This planning guide provides pertinent information to assist local education agency personnel to prepare a local application and to respond to the requests for proposals for the purposes of accessing federal vocational education funds provided by the Act. If further technical assistance is needed, please contact the appropriate divisional staff members.

GOALS FOR THE USE OF FEDERAL FUNDS IN THE MISSOURI VOCATIONAL EDUCATION PROGRAM
FISCAL YEARS 1992-94

Based upon the assessment required by Sections 113 and 116 of the Carl D. Perkins Vocational and Applied Technology Education Act, needs have been identified and subsequent goals have been established for the use of federal funds to improve the Missouri vocational education program for fiscal years 1992-94.

The needs and goals for Title II, Part B programs are included in the Request for Proposals packets which may be obtained from the Department. These include programs for: single parents, displaced homemakers and single pregnant women; programs to eliminate sex bias and stereotyping in secondary and postsecondary vocational education; and programs to assist juvenile and adult criminal offenders. Proposers will be required to respond to the identified needs and goals for the appropriate program area. Specific information about the application process for these programs is found in later sections of this guide.

Title II, Part C of the Act provides for a distribution of funds, prescribed by law, to support programs, services, and activities at the secondary, postsecondary, and adult levels of instruction. Each eligible recipient must submit a local application which describes how the planned vocational education programs, services, and activities to be provided will address these goals and also identify the planned expenditure of federal funds for these purposes. The needs and goals for this part of the Act follow:

Identified Needs:

1. Higher rates of participation of individuals who are members of special populations is needed; particularly individuals who are economically disadvantaged, have disabilities, that participate in programs to eliminate sex bias and stereotyping, are single parents, and/or displaced homemakers, and adult criminal offenders; in vocational education programs to a proportion which is equitable to the proportion within the general population.

2. Additional supplemental services are needed to adequately meet the needs of individuals who are members of special populations to assure their success in vocational education programs and transition to employment and/or continued education.

Goal 1:

To increase the rate of participation of and the quality of supportive services for individuals who are members of special populations within the vocational education delivery system.

Identified Needs:

1. Improvement in the academic skill attainment for all students in the delivery system is needed, particularly in the areas of mathematics and science.
2. Increased access is needed to provide additional basic skills instructions for students who have been identified as being "at-risk".
3. Increased utilization of applied academic curricula/courses is needed.
4. Increased emphasis upon integrated academic and vocational education instructional techniques is needed within the vocational education teacher education programs.

Goal 2:

To increase and improve the quality of the integration of academic and vocational education throughout the vocational education delivery system.

Identified Need:

Additional training and retraining opportunities for secondary, postsecondary, and adult students is needed, particularly in occupations with high demand.

Goal 3:

To expand and improve the quality of training and retraining opportunities for secondary, postsecondary and adult students, including special populations, commensurate with labor market demands.

Identified Needs:

1. Continued improvement is needed in vocational education curricula to keep vocational education programs relevant to the workplace and meet the training and retraining needs of secondary, postsecondary, and adult students, particularly in the areas of planning, management, labor and community issues, environmental issues, reading, writing, and social studies.
2. Continued upgrading of instructional equipment and materials is needed to maintain vocational education program relevance to the workplace.

Goal 4:

To improve the quality of vocational education programs, through the improvement of vocational education curricula, instructional materials, and instructional equipment.

Identified Needs:

1. Continued expansion of the Missouri Comprehensive Guidance Program is needed.

2. Increased levels of job retention skill attainment is needed on the part of secondary, postsecondary, and adult students.

3. Continued provision of a comprehensive system of job and educational placement services is needed, particularly for individuals who are members of special populations.

Goal 5:

To improve the quality of a comprehensive system of guidance and placement services within the vocational education delivery system.

SECONDARY AND POSTSECONDARY FORMULAS FOR FEDERAL VOCATIONAL EDUCATION FUNDS

As required by the Act, seventy-five percent of the basic grant will be allocated under the provisions of Title II, Part C, Subpart 1, Sections 231 and 232. The Department has chosen to allocate seventy percent of the seventy-five percent to secondary eligible recipients and thirty percent of the seventy-five percent to postsecondary institutions.

SECONDARY FORMULA

Since the State meets the provision that the secondary and postsecondary allocation exceeds fifteen percent of the reserved amount under Title II, Part C, then the allocation formula for the secondary distribution is as follows:

A. $$\text{Seventy Percent of Allocation} = \frac{\text{Chapter I Funds (District)}}{\text{Chapter I Funds (State)}}$$

b. $$\text{Twenty Percent of Allocation} = \frac{\text{\# of Students with Disabilities w/IEPs (District)}}{\text{\# of Students with Disabilities w/IEPs (State)}}$$

c. $$\text{Ten Percent of Allocation} = \frac{\text{\# of Students K-12 and Adults in Voc. Ed. (District)}}{\text{\# of Students K-12 and Adults in Voc. Ed. (State)}}$$

Allocations for local education agencies (LEA) operating only elementary schools are reallocated to the local educational agencies operating secondary schools. If a LEA that operates only elementary education sends it students to more than one LEA that operates secondary education, each "secondary" LEA's allocation will be based upon the proportional number of students which it receives from the "elementary" LEA the previous year.

The total allocation for a LEA is the sum of a, b, and c; plus the "elementary" LEA share.

In order for a LEA to qualify for a distribution of its allocation, it must generate a minimum allocation of $15,000 and have vocational programs of sufficient size, scope, and quality to be effective. Sufficient size, scope, and quality is defined as a full range of Department-approved vocational education programs, services, activities provided by an eligible recipient that would provide training opportunities in three (3) of the six (6) vocational education areas (agricultural, business, health occupations, home economics including vocational consumer and homemaking and/or occupational, industrial, and marketing and cooperative education); and supportive services that include student assessment, guidance and counseling, placement, and remedial academic support for all students, including members of special populations, who are enrolled in vocational education provided by the eligible recipient.

A LEA may join into a consortium arrangement with another LEA(s) in order to meet the required minimum $15,000 distributive amount, collectively; however, the criterion of size, scope and quality must also be met, collectively. If a LEA does not meet the above mentioned criteria and decides not to enter into a consortium arrangement, the allocation will remain at the state level and be reallocated to those LEAs which meet these requirements.

A waiver provision will be made available for LEAs that are located in sparsely populated areas and are unable to enter into a consortium. This waiver request must be in writing, explaining the specific circumstances of the LEA and how the utilization of federal funds will be beneficial to the vocational education programs operated by the LEA, and be approved by the Department. The waiver provision is explained in another section of this guide.

For LEAs that send students to and enter into a consortium arrangement with a LEA that operates an area vocational school, the Department will allocate and distribute the "sending" LEA's relative share of funds to the LEA operating the area vocational school, as prescribed by Section 231(d) of the Act. This will only be done if the "area school" LEA serves an equal or greater proportion of students with disabilities and who are economically disadvantaged than the proportion of these students served at all of the LEAs that send students to the area vocational school.

For an illustration of this procedure, please refer to the following page (Area Vocational School "Relative Share" Distribution).

POSTSECONDARY FORMULA

The postsecondary allocations will be based on the number of Pell grant recipients enrolled in vocational education at postsecondary institutions during the preceding year as compared to the number of Pell grant recipients enrolled in vocational education within the state for the same fiscal year.

The allocation formula for the postsecondary distribution is as follows:

$$\text{Allocation} = \frac{\text{\# of Pell Grant Recipients (Institution)}}{\text{\# of Pell Grant Recipients (State)}}$$

In order to be eligible to receive funds, the allocation to a postsecondary institution must be at least $50,000. Any amount which is not allocated, due to the $50,000 minimum, will be reallocated to those postsecondary institutions which meet the minimum allocation requirement.

AREA VOCATIONAL SCHOOL "RELATIVE SHARE" DISTRIBUTION

Area Vocational School	Combined AVS Secondary Voc. Enrollment	Special Populations Enrollment	Percent Sp. Pop. Served	Perkins Formula Allocation	"Relative Share"	AVS Share of Allocation	Sending School Share of Allocation
AAA	419	157	.37	$75,352	.69	$75,352	
Sending Schools	**Home School Voc. Enrollment**						
BBB	0	0	.00	$ 1,319	.00	$ 1,319	-0-
CCC	148	8	.05	$15,831	.04	$15,197	$634
DDD	75	41	.55	$ 4,629	.18	$ 3,796	$833
EEE	12	2	.17	$ 8,705	.01	$ 8,618	$ 87
FFF	0	0	.00	$ 8,830	.00	$ 8,830	-0-
GGG	80	19	.24	$ 6,143	.08	$ 5,652	$491
	315	70	.22		.31	$43,412	
		+157			+.69	$75,352	
		227			1.00		

NOTE:

AVS Allocation $118,764

Combined AVS enrollment = enrollment from AAA district plus enrollment at AVS from sending schools.

Equal or greater proportion test (Compare %s) $\frac{\text{AVS Special Pop. Enrollment}}{\text{Combined AVS Sec. Voc. Enrollment}} = \_\_\_\_\%$ vs $\frac{\text{Total Home Schools Special Pop. Enrollment}}{\text{Total Home Schools Voc. Enrollment}} = \_\_\_\_\%$

"Relative Share" Percentage (RS%) = $\frac{\text{LEA Special Population Enrollment}}{\text{Sum Total of Special Population Enrollment in Catchment Area}}$

LEA Share of Allocation = (RS%) x (LEA Allocation)

Examples: CCC $\frac{8}{227} = .04 \times \$15{,}831 = \$634$

DDD $\frac{41}{227} = .18 \times \$4{,}629 = \$833$

VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES FUNDED THROUGH THE BASIC GRANT DISTRIBUTION

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 provides federal funding that is made available through a distribution formula to local education agencies determined to be eligible recipients. In order to access the federal funding that the Act makes available, eligible recipients must prepare and forward a "Local Application for Federal Vocational Education Funding" to the Department. Each application will be reviewed by Department staff utilizing the Department's local application review criteria described in another section of this Guide. The following provides eligible recipients with specific information regarding the utilization of the federal funds which are made available by the Act and the goals which the Department has established for the use of these funds. These goals are delineated on pages vi through viii of this Guide.

VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES FOR INDIVIDUALS OF SPECIAL POPULATIONS

The State Plan requires that funds made available to eligible recipients through the basic grant distribution shall be used to provide vocational education programs that are of such size, scope, and quality as to be effective; integrate academic and vocational education in such programs through coherent sequences of courses or instruction so that students achieve both academic and occupational competencies; provide strong experience in and understanding of all aspects of the industry that students are preparing to enter; provide equitable participation in such programs for individuals who are members of special populations; and improve the quality of vocational education programs, services, and activities to better meet the assessed needs of individuals who are members of special populations. This participation shall be consistent with the assurances and requirements delineated in this section of the Guide. Eligible recipients must give priority to sites or programs that serve the highest concentration of individuals who are members of the special populations.

ASSURANCES

In addition to those assurances specified on the local application, eligible recipients must assure that:

I. GENERAL PROVISIONS

1. Assistance will be provided to students who are members of special populations to enter vocational education programs and, with respect to individuals with disabilities, assist in fulfilling the transitional service requirements of P.L. 101-476, Individuals with Disabilities Education Act.

2. The interests, abilities, and special needs of students who are members of special populations shall be assessed with respect to their successfully completing a vocational education program. The assessment process will be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs and using these results to assist in formulating a realistic vocational education plan.

3. Special services designed to meet the needs identified through the student assessment process will be provided. Emphasis will be placed with respect to individuals who are members of special populations successfully completing the vocational program in the most integrated setting possible, using such strategies as resource personnel, supplemental staff, resource materials, basic skills instruction, equipment, equipment modification, classroom modification, curriculum modification, instructional aides and devices, et cetera.

4. Guidance, counseling, and career development activities will be conducted by professionally trained counselors and teachers who are associated with the provision of the special services defined above (Assurance I. 3.).

5. Counseling and instructional services and activities designed to facilitate the transition from school to post-school employment and career opportunities will be provided. These services and activities include the following: preemployment skills training, placement services for entry into the labor market, and guidance services to facilitate the transition to further training.

6. Approved service or activity will be provided that will adhere to the descriptions within the State Plan regarding delivery systems and personnel requirements.

7. For the use of funds for single parents and homemakers, emphasis will be given on assisting individuals with the greatest financial need and consideration will be given to those homemakers who must prepare for paid employment because of divorce, separation, or the death or disability of a spouse.

8. Relevant training and vocational education activities will be furnished to men and women who desire to enter occupations that are not traditionally associated with their gender.

9. Professional staff employed to serve individuals who are members of special populations will receive inservice training whenever available or when notified that their presence is requested.

II. PROVISIONS FOR MEMBERS OF SPECIAL POPULATIONS

1. Equal access will be provided for members of special populations in recruitment, enrollment, and placement.

2. Equal access will be provided for members of special populations to the full range of vocational education programs, services, or activities that are available to individuals who are not members of special populations, including occupational specific courses of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling services. Individuals shall not be discriminated against on the basis of their status as members of special populations.

3. Monitoring will be conducted of the provision of vocational education for students who are disadvantaged and students of limited English proficiency to ensure their access to such education is in the most integrated setting possible.

III. PROVISIONS FOR INDIVIDUALS WITH DISABILITIES

1. Vocational education programs, services, and activities will be provided for individuals with disabilities in the least restrictive environment in accordance with P.L. 101-476, Individuals with Disabilities Education Act and will, whenever appropriate, be included as a component of the individualized education program (IEP).

2. With respect to vocational education programs, students with disabilities who have individualized education programs (IEPs) developed under the Individuals with Disabilities Education Act are afforded the rights and protections guaranteed such students under that Act.

3. Students with disabilities who do not have individualized education programs (IEPs) developed under the Individuals with Disabilities Education Act or who are not eligible to have such a program shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973. For the purpose of this Act, such rights and protection shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provisions of services described in this section of the Plan.

4. Vocational education will be a component of the Individualized Education Program (IEP) for students with disabilities when appropriate and will be coordinated among appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies.

5. Monitoring will be conducted of the provision of vocational education for each student with disabilities to determine if such education is consistent with the individualized education program developed.

IV. PROVISION OF INFORMATION

1. Information will be provided no later than the beginning of the ninth grade year to students who are members of special populations and their parents concerning: the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs; specific courses/programs that are available; employment opportunities; placement rates; and special services that are available, including guidance and placement services.
2. Information, as described above (Assurance III. 1.), is given to each individual who requests information concerning or seeks admission to vocational education programs offered by the LEA and when appropriate, assistance will be given in the preparation of applications relating to such admission.
3. The information provided shall, to the extent practicable, be in a language and form that the parents and students understand.

EQUITABLE PARTICIPATION

Each eligible recipient must make every attempt practicable to provide for equitable participation of individuals who are members of special populations in the vocational education programs provided by the eligible recipient. Equitable participation is defined as the participation in vocational education programs of individuals who are members of special populations at a level which is approaching, equal to, or above the percentage of special populations individuals that are in the total population being provided educational services by the eligible recipient. Activities and approvable expenditures relating to this provision follow:

NOTIFICATION AND PROVISION OF INFORMATION which annually will be provided no later than the ninth grade year to individuals who are members of special populations and their parents concerning the opportunities available in vocational education, as required by law.

Approvable expenditures:

Publications

Travel

Supplies and Materials

Public Announcements

SPECIALIZED/TARGETED RECRUITMENT EFFORTS which are designed to increase the participation of individuals who are members of special populations in vocational education programs.

Approvable expenditures:

Publications

Travel

Supplies and Materials

VOCATIONAL OR CAREER ASSESSMENT activities are designed to measure and report a student's interests, aptitudes, and abilities for the purposes of evaluation and proper placement into vocational classes. The evaluation process serves to acquaint students and their parents with opportunities for training and/or placement into a career field, as well as, ensure that the student is prepared to be successful. Special needs that are identified during the assessment process must be addressed by providing support services that are appropriate.

Approvable expenditures:

Professional Staff Salaries: For vocational evaluation services a minimum of a Missouri Vocational Evaluation Certificate or a Missouri Secondary or Postsecondary Counseling Certificate is required.

Aide Salaries: For guidance, evaluation, and/or placement aides, a minimum of 60 semester hours of college credit and an official transcript that is on file at the LEA is required.

Clerical Salaries: For clerical assistance assigned directly to and under the supervision of the guidance, evaluation, or placement professional staff, no certification is required.

Staff Fringe Benefits

Assessment Instruments or Equipment

Materials and Supplies

GUIDANCE, COUNSELING, AND CAREER DEVELOPMENT services and activities to provide assessment services and appropriately place students into vocational education programs. The services and activities identified may include the following: vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; and outreach.

Approvable expenditures:

Professional Staff Salaries: For vocational counseling services and activities a minimum of a Missouri Secondary or Postsecondary Counseling Certificate is required.

Professional Staff Salaries: For vocational evaluation services, a minimum of a Missouri Vocational Evaluation Certificate or a Missouri Secondary or Postsecondary Counseling Certificate is required.

Professional Staff Salaries: For placement services, a minimum of a Missouri Secondary or Postsecondary Counseling Certification or a Missouri Vocational Placement Certificate is required.

Aide Salaries: For guidance, evaluation, and/or placement aides, a minimum of 60 semester hours of college credit and an official transcript that is on file at the LEA is required.

Clerical Salaries: For clerical assistance assigned directly to and under the supervision of the guidance, evaluation, or placement professional staff, no certification is required.

Staff Fringe Benefits

Travel for direct student services at the local level.

Equipment

Career Awareness and Exploration Materials

Assessment Materials

Assessment Supplies

VOCATIONAL RESOURCE EDUCATOR (VRE) is a nonteaching (ancillary) position. The role and responsibilities are: to assist students with disabilities in appropriate vocational education program placement; provide appropriate vocational opportunities with reasonable vocational education objectives; provide such resource assistance to vocational teachers as obtaining resource materials, advising and assisting in equipment and curriculum modifications, acting as a liaison with other school and agency personnel; and to assist in the placement of students into gainful employment after training.

Activities of the VRE may include: participation in the Individualized Education Program (IEP) development (secondary); coordination with the Division of Vocational Rehabilitation (secondary and postsecondary); facilitating placement in appropriate vocational education classes/programs; assisting the vocational director/dean/counselor in integrating students into the mainstream; working with sending schools to coordinate instructional goals; providing readers, interpreters, and notetakers; advising and assisting in curriculum modification needs; and serving as a community/agency/parental liaison.

Approvable expenditures:

Professional Staff Salaries: For VRE services, a minimum of a Baccalaureate Degree and a Missouri teaching certificate in Vocational Education or Special Education or Missouri Secondary or Postsecondary Counseling Certificate is required.

Clerical Salaries: For clerical assistance assigned directly to and supervised by the VRE, no certification is required.

Staff Fringe Benefits

Equipment

Supplies

Travel for direct student services at the local level.

VOCATIONAL PREPARATION activities are targeted toward special population students who have potential for vocational training but need additional instruction in access skills. The amount of time a student spends in this class is flexible and an individualized program can be set up utilizing assessment results. The intent is to groom or prepare students to be successful in regular vocational classes.

Approvable expenditures:

Professional Staff Salaries: For vocational preparation services, a minimum of a Baccalaureate Degree and Missouri Teaching Certificate in Industrial Arts or Vocational Education with an area of concentration in the training program to be explored is required.

Staff Fringe Benefits

Equipment

Supplies and Materials

EARLY ENTRY into vocational education programs provides students with disabilities additional time for training in vocational education programs in order to gain sufficient competencies for entry-level employment. In situations where the eligible recipient can document, through proper assessment, that a student can benefit from additional training, the Department will permit early entry into vocational education programs. In no case should this occur before the student enters the ninth grade or has attained the age of fifteen years. Each student's Individualized Education Program (IEP) or Individualized Vocational Education Plan (IVEP) must include specific reference to the need for vocational training and the objectives to be realized.

OTHER strategies to assist in increasing the participation of individuals who are members of special populations such as working directly with the parents of such individuals and/or providing career and vocational education training information through the utilization of MOVIEW or BASIC VIEW.

PROGRAMS, SERVICES, AND ACTIVITIES

Each eligible recipient must provide quality vocational programs, services, and activities which will include appropriate supportive services to assure that individuals who are members of special populations will be successful in completing vocational education programs and may successfully transition into further education or employment. Activities and approvable expenditures relating to this provision follow:

NOTIFICATION AND PROVISION OF INFORMATION which annually will be provided no later than the ninth grade year to individuals who are members of special populations and their parents concerning the opportunities available in vocational education, as required by law.

Approvable expenditures:

Publications

Travel

Supplies and Materials

Public Announcements

GUIDANCE, COUNSELING, CAREER DEVELOPMENT, AND PLACEMENT services and activities to: appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the transition from school to post-school employment or further training. The services and activities identified may include the following: vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach; placement; and follow-up.

Approvable expenditures:

Professional Staff Salaries: For vocational counseling services and activities a minimum of a Missouri Secondary or Postsecondary Counseling Certificate is required.

Professional Staff Salaries: For vocational evaluation services, a minimum of a Missouri Vocational Evaluation Certificate or a Missouri Secondary or Postsecondary Counseling Certificate is required.

Professional Staff Salaries: For placement services, a minimum of a Missouri Secondary or Postsecondary Counseling Certification or a Missouri Vocational Placement Certificate is required.

Aide Salaries: For guidance, evaluation, and/or placement aides, a minimum of 60 semester hours of college credit and an official transcript that is on file at the LEA is required.

Clerical Salaries: For clerical assistance assigned directly to and under the supervision of the guidance, evaluation, or placement professional staff, no certification is required.

Staff Fringe Benefits

Travel for direct student services at the local level.

Equipment

Career Awareness and Exploration Materials

Assessment Materials

Assessment Supplies

LIMITED ENGLISH PROFICIENCY (LEP) STUDENT SERVICES other than teaching English as a second language, may be provided as deemed necessary and appropriate by the eligible recipient to aid the LEP student in successful completion of a vocational education program.

Approvable expenditures:

Professional Staff Salaries: For teachers to teach basic skills applicable to a student's vocational education program, a Missouri teaching certificate is required.

Interpreter Salaries: For individuals providing interpretive services, no certification is required. The eligible recipient is responsible for acquiring personnel with the necessary competencies.

Bilingual Tutor Salaries: For individuals providing tutorial services, no certification is required. The eligible recipient is responsible for acquiring personnel with the necessary competencies.

VOCATIONAL RESOURCE EDUCATOR (VRE) is a nonteaching (ancillary) position. The role and responsibilities are: to assist students with disabilities in appropriate vocational education program placement; provide appropriate vocational opportunities with reasonable vocational education objectives; provide such resource assistance to vocational teachers as obtaining resource materials, advising and assisting in equipment and curriculum modifications, acting as a liaison with other school and agency personnel; and to assist in the placement of students into gainful employment after training.

Activities of the VRE may include: participation in the Individualized Education Program (IEP) development (secondary); coordination with the Division of Vocational Rehabilitation (secondary and postsecondary); facilitating placement in appropriate vocational education classes/programs; assisting the vocational director/dean/counselor in integrating students into the mainstream; working with sending schools to coordinate instructional goals; providing readers, interpreters, and notetakers; advising and assisting in curriculum modification needs; and serving as a community/agency/parental liaison.

Approvable expenditures:

Professional Staff Salaries: For VRE services, a minimum of a Baccalaureate Degree and a Missouri teaching certificate in Vocational Education or Special Education or Missouri Secondary or Postsecondary Counseling Certificate is required.

Clerical Salaries: For clerical assistance assigned directly to and supervised by the VRE, no certification is required.

Staff Fringe Benefits

Equipment

Supplies

Travel for direct student services at the local level.

BASIC SKILLS INSTRUCTION includes instruction in mathematics, reading, and writing skills essential for the student to successfully complete a vocational education program. This basic skills instruction must, for each student, address the specific deficiencies which have been identified through the assessment process, be coordinated with the vocational teacher, and be provided on an individual basis concurrently with the student's enrollment in a vocational education program. If similar basic skills deficiencies can be identified for multiple students, group instruction may be provided, so long as the instruction targets specific skill building as related to the identified deficiencies and the specific vocational education program in which each student is enrolled. Instruction should be provided with a maximum of flexibility of scheduling.

Approvable expenditures:

Professional Staff Salaries: For basic skills instructor services, a minimum of a Baccalaureate Degree and Missouri teaching certificate in Elementary Education or Special Education or a Missouri secondary certificate in the area of basic skills to be taught is required.

Staff Fringe Benefits

Equipment

Supplies

SUPPLEMENTAL PROFESSIONAL STAFF may be used to assist regular vocational teachers in the provision of instruction related to the occupation or occupations for which the students are in training or additional instruction as is necessary for students to benefit from such training.

Approvable expenditures:

Professional Staff Salaries: For supplemental teacher services, a minimum of a Missouri vocational teaching certificate in the occupational area assigned or a Missouri teaching certificate in Industrial Arts is required.

Staff Fringe Benefits

VOCATIONAL PREPARATION INSTRUCTION is designed to help students who are members of special populations to acquire entry level skills needed to enter and succeed in vocational education programs at the eleventh and twelfth grade levels.

Approvable expenditures:

Professional Staff Salaries: For vocational preparation services, a minimum of a Baccalaureate Degree and Missouri Teaching Certificate in Industrial Arts or Vocational Education with an area of concentration in the training program to be explored is required.

Staff Fringe Benefits

Equipment

Supplies

VOCATIONAL TEACHER AIDES may be used to provide assistance to professional personnel. The aide may assist the regular vocational teacher in the instructional process to reinforce instruction provided by the teacher, monitor students at work stations in a laboratory, and provide assistance in competency testing, et cetera.

Approvable expenditures:

Aide Salaries: For vocational teacher aides, a minimum of sixty semester hours of college credit and an official transcript that is on file at the local level is required. If the aide is assigned to a specific occupational training program and has a minimum of three year's work experience in the occupational area with a high school diploma or equivalency, the sixty-hour requirement may be waived. The education requirement and work experience must be documented and be on file at the LEA.

Staff Fringe Benefits

TUTORS may be used to assist postsecondary and adult students who are members of special populations in successful completion of a vocational education program.

Approvable expenditures:

Tutor Salaries: For individuals providing tutorial services, no certification is required. The eligible recipient is responsible for acquiring personnel with necessary competencies.

INTERPRETERS FOR THE DEAF may be used to assist deaf students in successful completion of a vocational education program.

Approvable Expenditures:

Interpreter Salaries: For individuals providing interpreter services, no certification is required. The eligible recipient is responsible for acquiring personnel with necessary competencies.

READERS AND NOTETAKERS may be used to assist students who are members of special populations in successful completion of a vocational education program.

Approvable expenditures:

Reader and Notetaker Salaries: For individuals providing reading and notetaking services, no certification is required. The eligible recipient is responsible for acquiring personnel with the necessary skills and competencies.

Materials

Supplies

MATERIALS AND SUPPLIES essential for individuals who are members of special populations to complete a vocational education program.

SPECIAL EQUIPMENT/EQUIPMENT MODIFICATIONS essential for individuals who are members of special populations to enroll into and successfully complete a vocational education training program.

EARLY ENTRY into vocational education programs provides students with disabilities additional time for training in vocational education programs in order to gain sufficient competencies for entry-level employment. In situations where the eligible recipient can document, through proper assessment, that a student can benefit from additional training, the Department will permit early entry into vocational education programs. In no case should this occur before the student enters the ninth grade or has attained the age of fifteen years. Each student's Individualize Education Program (IEP) or Individualized Vocational Education Plan (IVEP) must include specific reference to the need for vocational training and the objectives to be realized.

SINGLE PARENTS AND/OR DISPLACED HOMEMAKERS may be served through vocational education and training activities, including basic literacy instruction and necessary educational materials, which will give single parents and/or displaced homemakers marketable skills. Emphasis will be given to assisting individuals with the greatest financial need and special consideration will be given to displaced homemakers who must prepare for paid employment because of divorce, separation, or the death or disability of a spouse.

Approvable expenditures:

Outreach activities which could include: clerical salaries (must be assigned directly to serve the population and be supervised by professional staff); brochures, announcements, flyers, public service announcements, posters, billboards; travel for staff to community activities involving presentations; communications costs associated with expanded service inquiries; and other activities to inform clients of programs and support services.

Orientation activities which could include: professional staff salaries for certified counselors; pre-enrollment activities in the form of a course, series of courses, workshop or seminar designed to focus on career exploration, assessment, and decision making, including nontraditional, technical, and high-demand occupations; and self-esteem building, stress management, family and work relationships related to client need.

Tuition for clients enrolled in a long-term preparatory vocational education program designed to prepare an adult with sufficient skill and knowledge to enter an occupation new to them or an apprenticeship program.

Basic Literacy Instruction which could include: certified teacher salaries; job readiness training, including job application, resume writing, interview, search, et cetera; and other activities in relation to a vocational education program (math, science, communications).

Educational Materials acquisition for use in orientation activities, including current nontraditional, technical, and high-demand occupational information, training materials, testing or assessment.

Dependent Care for individuals who are dependent on the student/client enrolled in vocational education programs. The eligible recipient must provide or arrange for accredited/licensed service directly with the provider.

Transportation costs (bus fare, fuel purchase amounts, et cetera) attributable for transportation for individuals of this target populations, with documented need enrolled in a long-term preparatory vocational education program.

Other activities that improve access/opportunity/marketability of this target population.

INDIVIDUALS WHO PARTICIPATE IN PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION may be served through a variety of supportive services and activities.

Approvable expenditures:

Outreach services which could include: clerical salaries (must be assigned directly to serve the population and be supervised by professional staff); recruitment of males and females into a nontraditional vocational education program (brochures, posters, public service announcements, audiovisuals, et cetera); and outreach to the community in relation to student need (parent, peer, business, industry, labor).

Orientation services which could include professional staff salaries for certified counselors and pre-enrollment activities with focus on career exploration, assessment, and decision making, including expansion into nontraditional programs, high-technology, and high-demand occupations.

Tuition for students enrolled in a nontraditional vocational education program designed to prepare students with sufficient skill and knowledge to enter an occupation new to them or for entry into an apprenticeship program.

Instruction which could include: certified teacher salaries; self-concept building in relation to career choice; dual career planning; changing roles of men and women in the work place; examination of sex bias attitudes and language usage; job readiness training (job application, job resume, appropriate dress and grooming, interview techniques); job search training; basic skills in relation to the vocational education program; performance expectations on the job; sexual harassment on the job; goal setting and decision making for upward mobility; and other topical instructional programs justified by the program operator.

Support Services which could include retention services for males and females in nontraditional vocational education programs. These services could involve the coordination of parent and/or peer group activities which support the student; facilitation of problem solving in relationships with the student and the teacher, counselor, or other students; identification and exploration of potential problems within an occupational cluster for students; and utilization of program and general advisory committees to assist in outreach activities in the community to expand the program for selected students in need.

Dependent Care for individuals who are dependent on the student enrolled in nontraditional vocational education programs. The eligible recipient must provide or arrange for accredited/licensed service directly with the provider.

Education Materials used in orientation and instruction activities, including the regular nontraditional vocational education program.

INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION

The State Plan requires that funds be used to provide vocational education programs that *integrate academic and vocational education in such programs through coherent sequences of courses or instruction so that students achieve both academic and occupational competencies*. The programs must also be of such size, scope, and quality as to be effective, provide strong experience in and understanding of all aspects of the industry that students are preparing to enter, provide for equitable participation by members of the special populations, and improve the quality of vocational education programs, services, and activities to better meet the assessed needs of individuals who are members of special populations.

Each eligible recipient must develop specific strategies to provide for the integration of academic and vocational education. These strategies may include remedial courses or instruction, applied academic courses, applied academic instruction which is incorporated into the vocational education program, or cooperative implementation of integrated instruction by academic and vocational education teachers.

Some approvable applied academic courses and integration techniques follow:

Principles of Technology is a broad, technically-oriented course that provides vocational education students with a foundation for more education and training in advanced-technology career paths. Principles of Technology combines scientific principles in applied physics and mathematics. Use of videos and hands-on laboratory experiences help provide an approach which ensures career flexibility as machines and technology advance.

Applied Communication is designed to help students develop and refine job-related communication skills: reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills. It can be offered as an alternative to traditional English courses.

Applied Mathematics is designed to help vocational education students and others develop and refine job-related mathematic skills. The overall course includes material that focuses on arithmetic operations, problem-solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and algebraic formulas to solve problems. Though the text includes some material found in traditional areas of arithmetic, geometry, algebra, and simple trigonometry, the emphasis remains on the ability to understand and apply functional mathematics to solve problems in the world of work.

Applied Biology/Chemistry is designed to present the scientific fundamentals of biology and chemistry that provide a foundation for careers in technology, health, agriculture/agribusiness and home economics. The course employs student activities that relate to work and can be presented as a one-year science course. The materials are suitable for secondary students or for returning adults.

Other applied curricula may be used to provide instruction for students that will facilitate their entry into and successful completion of vocational skill training. Workplace Readiness skill training is an example of related instruction that is designed to help students transition successfully from school to the workplace.

Basic skills instruction is designed to provide individual or small-group instruction in academic skills essential for successful completion of a vocational training program. This instruction is provided in cooperation with the vocational education teacher.

Integration strategies that involve unified/cooperative planning and implementation between academic and vocational education teachers such as, "writing across the curriculum", team teaching, curriculum revision (both academic and vocational) to provide instructional activities and materials more applicable/relevant to applied application, et cetera.

Approvable expenditures:

Applied Academic Curricula and Instructional Resource Materials which are purchased for use within the vocational education programs or as stand alone courses in which vocational education students are primarily enrolled.

Equipment purchases necessary to provide the appropriate instruction related to the applied academic curricula.

Professional Salaries for certified vocational and academic teachers which provide the instruction, either individually or as a team, within the applied academic course(s).

Staff Fringe Benefits

Supplies and Materials

Curriculum Modification/Improvement expenditures.

Inservice training for both vocational and academic teachers working with vocational education students to integrate academic and vocational education competencies.

Special Population Services expenditures which are delineated earlier in this Guide.

ALL ASPECTS OF THE INDUSTRY

The State Plan requires that funds be used to provide vocational education programs that would improve the quality of vocational education programs, services, and activities to provide strong experience in and understanding of all aspects of the industry that students are preparing to enter. The vocational education programs must also be of such size, scope, and quality as to be effective, integrate academic and vocational in such programs through coherent sequences of courses or instruction so that students achieve both academic and occupational competencies, provide for equitable participation by members of the special populations, and improve the quality of vocational education programs, services, and activities to better meet the assessed needs of individuals who are members of special populations.

Each eligible recipient must provide vocational education instruction within all vocational education programs which are operated, that provides strong experience in and understanding of all aspects of the industry with which the program relates. This instruction shall include at least the areas of: planning; management, finances; technical and production skills; underlying principles of technology; labor and community issues; and health, safety, and environmental issues. Activities and approvable expenditures relating to this provision follow:

Curriculum Modification/Improvement expenditures.

Vocational Education Curriculum and Instructional Resource Materials purchases.

Equipment purchases to provide for advanced technical skills.

Professional Development and Inservice activities expenditures for vocational and prevocational teachers, and administrators to improve instruction relating to all aspects of the industry.

ADDITIONAL PROGRAMS, SERVICES, AND IMPROVEMENT ACTIVITIES

The provisions of the State Plan also allow an eligible recipient to utilize funds made available by the Act for improving vocational education programs, services, and activities which are directly related to the goals established by the Department that are delineated on page vi of this Guide. Activities and approvable expenditures related to this provision follow:

Allowable expenditures:

Professional Development and Inservice activities for vocational and prevocational teachers and vocational administrators.

Vocational Education Curriculum and Instructional Resource Material purchases.

Curriculum Modification/Improvement expenditures.

Equipment purchases to provide up-to-date instruction and equipment modification to assist students with disabilities use the equipment for successful and appropriate instruction.

Guidance, Counseling, and Placement Services expenditures including appropriately certified professional salaries, support personnel salaries, equipment, testing and assessment materials, supplies and materials, and follow-up expenditures.

Vocational Education Services expenditures that are provided by another local education agency, however, priority must be given to members of special populations.

Travel expenditures for vocational and prevocational teachers and vocational administrators inservice and professional development activities.

Institution or Program Evaluation expenditures.

Tech-Prep Education expenditures which are in excess of those incurred through a funded tech-prep education consortium.

ADMINISTRATIVE COSTS

Eligible recipients may utilize up to five percent of their basic grant distribution for documented administrative costs which are directly related to the provision of vocational education programs, services, and activities.

DIRECTORY OF ORGANIZATION RESOURCES FOR PEOPLE WITH DISABILITIES

Governor's Committee on Employment
of People with Disabilities
State of Missouri

1991 Edition

GOVERNOR'S COMMITTEE ON EMPLOYMENT OF PEOPLE WITH DISABILITIES

John Ashcroft, Governor
Harold Kuehle, Chairman

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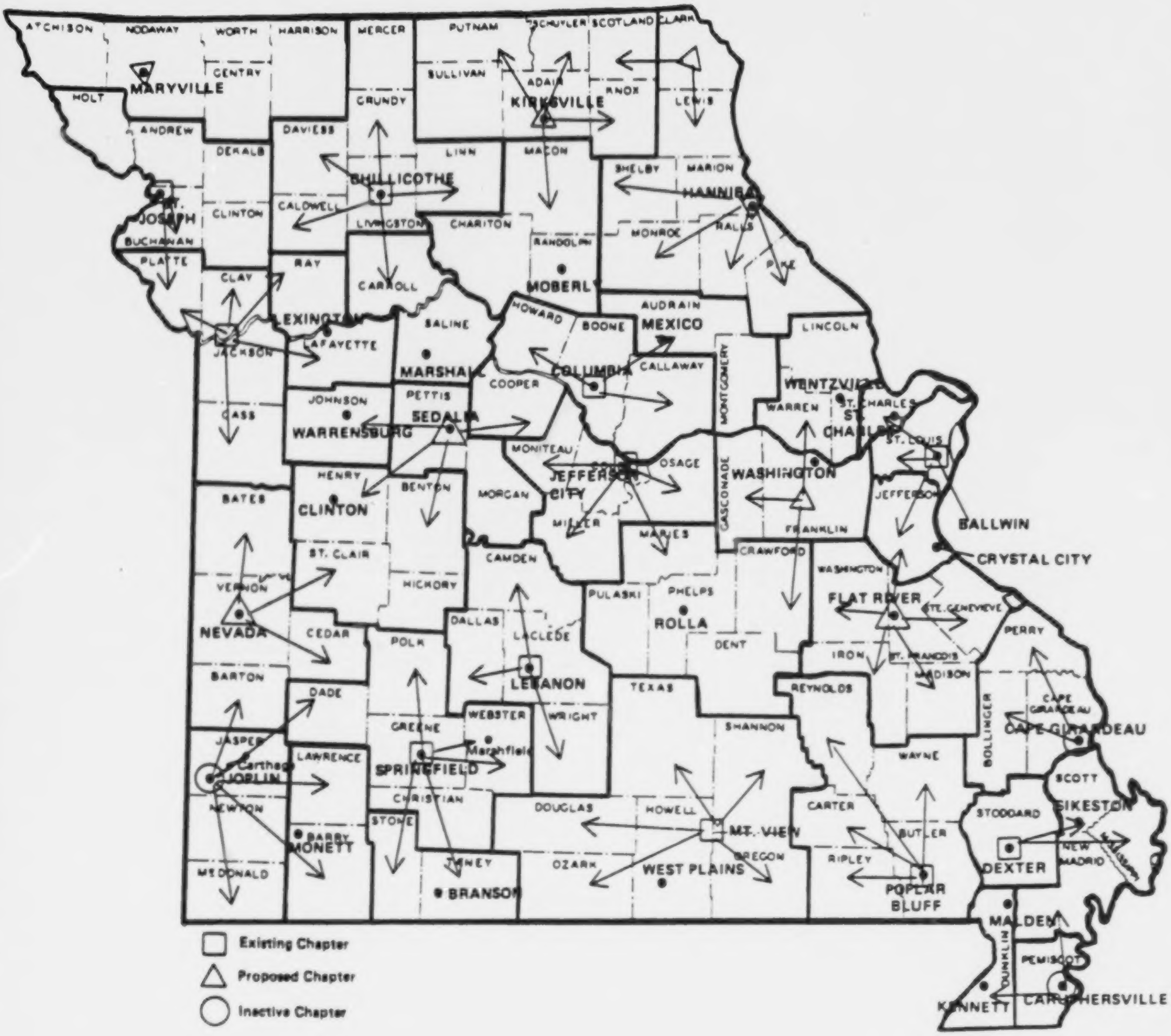
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MONETT
WEST PLAINS
DEXTER
BRANSON
POPLAR BLUFF
MALDEN
KENNETT
CARUTHERSVILLE
☐ Existing Chapter
△ Proposed Chapter
○ Inactive Chapter

The Directory of Organization Resources for People with Disabilities is only one of the services provided by the Governor's Committee on Employment of People with Disabilities.

The Directory is part of our continuous effort to provide information to all Missourians.

By making Missourians aware of the organizations and agencies that provide assistance to people with disabilities, we strive to promote employment of people with disabilities in Missouri.

We also welcome any comments on the format of the Directory. Please feel free to make us aware of any omissions or corrections, so that we may include this information for our next revision.

Harold Kuehle
Chairman
Governor's Committee on
Employment of People with Disabilities

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THE ARTHRITIS FOUNDATION

Eastern Missouri Chapter
7315 Manchester
St. Louis, MO 63143
Telephone: (314) 644-3488

Western Missouri Chapter
8301 State Line, Suite 200
Kansas City, MO 64114
Telephone: (816) 361-7002

AUTISM SOCIETY OF AMERICA SOUTHWEST MISSOURI CHAPTER

533 West Pearl
Aurora, MO 65605
Telephone: (417) 678-3900
George Woodward, President

ST LOUIS CHAPTER AUTISM SOCIETY OF AMERICA

1847 Lone Pine Drive
Arnold, MO 63010
Telephone: (314) 296-3281
Patricia Merrit, President

AUTISM SOCIETY OF AMERICA WESTERN MISSOURI CHAPTER

937 Oak Ridge Drive
Blue Springs, MO 64015
Telephone: (816) 224-0924
Marsha Chipman, President

AMERICAN FOUNDATION FOR THE BLIND, INC.

Director, Don Harkins, Midwest Regional Center (Serves Minnesota, Michigan, Wisconsin, Iowa, Missouri, Illinois, Indiana)
20 North Wacker Drive
Chicago, IL 50606
Telephone: (312) 269-0095

KANSAS CITY ASSOCIATION FOR THE BLIND

1844 Broadway
Kansas City, MO 64108
Thomas Healy, Exec. Director
Telephone: (816) 421-5848

MISSOURI COUNCIL OF THE BLIND

2683 Big Bend Boulevard, Suite 11
St. Louis, MO 63143
Frank Matoushek, Exec. Dir.
Telephone: (314) 647-3647

Allied Workers of the Blind
3612 South Forrest
Independence, MO 64052
Telephone: (816) 252-7378
Kathy Wheeler, President

Blind of Central Missouri
Rt. 2, Box 141-E
Sedalia, MO 65301
Telephone: (816) 827-0076
Emma Lou Swopes, President

Bootheel Council of the Blind
407 Moore, Apt.3
Sikeston, MO 63801
Telephone: (314) 471-9471
Doris Liggett, President

Delta Area Blind
105 Brenda
Sikeston, MO 63801
Telephone: (314) 471-3667
Liesa Wasson, President

Joplin Service Club of the Blind
P O Box 405
1801 South Oronogo
Webb City, MO 64870
Telephone: (417) 673-5713
John Straine, President

Lake Stockton Area Council of the Blind
Rt. 2, Box 130
Humansville, MO 65674
Telephone: (417) 754-2481
Vonetta Frazier, President

Ozark Association of the Blind
St. Mary's Road, Box 1108
Ste. Genevieve, MO 63670
Leota Ziegler, President

Pony Express Association of the Blind
1717 Savannah Road
St. Joseph, MO 64505
Telephone: (816) 233-0604
John Cunningham, President

Real Independence Through Employment (RITE)
7257 Lyndover
St. Louis, MO 63143
Telephone: (314) 644-6557
Dick Whiteman, President

River City Workers of the Blind
328 North Fountain
Cape Girardeau, MO 63701
Telephone: (314) 335-5818
Joyce Godwin, President

Southeast Missouri United Blind Club
P. O. Box 1116
Poplar Bluff, MO 63901
Telephone: (314) 686-1677
Linda Grills, President

Springfield Service Club of the Blind
3711 South Franklin
Springfield, MO 65807
Telephone: (417) 883-7408
Phyllis Lovett, Contact Person

St. Charles County Council of the Blind
3209 Elm
St. Charles, MO 63301
Telephone: (314) 946-2225
Edna Freeman, President

St. Louis Council of the Blind
612 Francis
St. Louis, MO 63105
Telephone: (314) 863-6353
Jo-An Benson, President

Tower Club of the Blind
4865 Palm
St. Louis, MO 63115
Telephone: (314) 381-2562
Carl Mack, President

West Central Missouri Workers of the Blind
Rt. 2, Box 456
Butler, MO 64730
Telephone: (816) 679-5429
Leroy Welch, President

NATIONAL FEDERATION OF THE BLIND OF MISSOURI

2910 Bluegrass Court
Columbia, MO 65201
Gary Wunder, President
Telephone: (314) 874-1774

SPRINGFIELD ASSOCIATION FOR THE BLIND

1600 Washington
Springfield, MO 65803
Mary Fenley, Exec. Dir.
Telephone: (417) 869-1572

MID-MO ASSOCIATION FOR BLIND AND PHYSICALLY HANDICAPPED

6401 32nd Road
Sedalia, MO 65301
Judy Bryant, President
Telephone: (816) 826-4824

ST. LOUIS SOCIETY FOR THE BLIND AND VISUALLY IMPAIRED

7954 Big Bend Blvd.
Webster Groves, MO 63119
Marion Peck, Exec. Dir.
Telephone: (314) 968-9000

AMERICAN CANCER SOCIETY

Missouri Division, Inc.
3322 American Avenue
P. O. Box 1066
Jefferson City, MO 65102
Telephone: (314) 893-4800

UNITED CEREBRAL PALSY ASSOCIATION OF MISSOURI

925 South Country Club Drive
Suite A 1
Jefferson City, MO 65109
Telephone: (314) 893-5454

UCP of Greater Kansas City
106 East 31st Terrace
Kansas City, MO 64111
Dale R. Herrick
Telephone: (816) 531-4189
Toll-free 1-800-325-8173

UCP of Greater St. Louis
8645 Old Bonhomme Road
University City, MO 63132
Richard Forkosh, Exec. Dir.
Telephone: (314) 994-1600

UCP of Buchanan County
1025 North 22nd Street
St. Joseph, MO 64506
Barbara Wilkerson
Telephone: (816) 364-3836

Cerebral Palsy of Tri-County
1401 West Austin
Webb City, MO 64870
Rosemary Wiedeman
Telephone: (417) 673-4940

ST. LOUIS SOCIETY FOR CRIPPLED CHILDREN, INC.

8780 Manchester Road
St. Louis, MO 63144
Telephone: (314) 961-3434

THE CYSTIC FIBROSIS ASSOCIATION OF MISSOURI

3318 South Elmira
Springfield, MO 65807

CYSTIC FIBROSIS FOUNDATION

Gateway Chapter
7730 Carondelet Avenue
Clayton, MO 63105
Telephone: (314) 721-2490

HEART OF AMERICA ASSOCIATION FOR THE DEAF

8809 Blue Ridge Blvd.
Kansas City, MO 64138
Edgar F. Templeton

JUNIOR NATIONAL ASSOCIATION OF THE DEAF

Missouri School for the Deaf
Fulton, MO 65251
Telephone: (314) 642-3301

MISSOURI ASSOCIATION OF THE DEAF, INC

6944 Idaho Avenue
St. Louis MO 63111
Thomas E. Short, President

NATIONAL FRATERNAL SOCIETY OF THE DEAF

Division No. 31
1400 Topping #513
Kansas City, MO 64126
Lana Hogan, Secretary

SEDALIA ASSOCIATION OF PARENTS OF THE DEAF

1020 West 4th
Sedalia, MO 65301
Telephone: (816) 827-5298
Priscilla McCabe

STATE PLANNING COUNCIL FOR DEVELOPMENTAL DISABILITIES

Karl Oldenwald
7401 Nottingham
Shrewsbury, MO 63119
Telephone: (314) 968-7200

REGIONAL DEVELOPMENTAL DISABILITIES COUNCILS

Area I Region Council on Developmental Disabilities
13th and Maple
Albany, MO 64402
Telephone: (816) 726-9185
(816) 726-5246

Region II Council on Developmental Disabilities
Debra DeLaney
c/o Kirksville Regional Center
1702 East LaHarpe Street
Kirksville, MO 63501
Telephone: (816) 785-2500

Region III Council on Developmental Disabilities
Marcy Hamilton, Coordinator
805 Clinic Road
P. O. Box 1108
Hannibal, MO 63401
Telephone: (314) 248-2400

Region IV Metropolitan Council on Developmental Disabilities
Audrey Barber, Coordinator
821 East Admiral Blvd.
P. O. Box 412557
Kansas City, MO 64141
Telephone: (816) 474-5680 Ext. 22 or 48

Region V Council on Developmental Disabilities
Stephanie Coffey-Miller, Coordinator
Joplin Regional Center
3600 East Newman Road
P. O. Box 1606
Joplin, MO 64802
Telephone: (417) 781-3750

Region VI Council on Developmental Disabilities
Tracy Wohl, Coordinator
Springfield Regional Center
P. O. Box 5030
1515 East Pythian
Springfield, MO 65801
Telephone: (417) 836-0400

Region VII Council on Developmental Disabilities
Marsha Ray, Coordinator
Rolla Regional Center
105 Fairgrounds Road
Rolla, MO 65401
Telephone: (314) 364-5510

Region VIII Council on Developmental Disabilities
Sue Flowers, Coordinator
P. O. Box 159
Highway PP
Poplar Bluff, MO 63901
Telephone: (314) 785-3856

Region IX Council on Developmental Disabilities
Aleta Griffin-Trankler, Coordinator
P. O. Box 596
Sikeston, MO 63801
Telephone: (314) 472-1711

Region X Council on Developmental Disabilities
Sue Cromley, Coordinator
P. O. Box 1489
Sedalia, MO 65302
Telephone: (816) 827-2100

Region XI Council on Developmental Disabilities
Eileen Sweeney, Coordinator
211 North Lindbergh
St. Louis, MO 63141
Telephone: (314) 991-5061

AMERICAN DIABETES ASSOCIATION
MISSOURI AFFILIATE INC

213 Adams, Suite 201
P. O. Box 1674
Jefferson City, MO 65102
Telephone: (314) 636-5552
(State Headquarters)

AMERICAN DIABETES ASSOCIATION
MISSOURI AFFILIATE, INC.

206 Austin Avenue, Suite D
P. O. Box 11
Columbia, MO 65205
Telephone: (314) 443-8611

AMERICAN DIABETES ASSOCIATION
MISSOURI AFFILIATE, INC.
HEART OF AMERICA REGION

9201 Ward Parkway, Suite 300
Kansas City, MO 64114
Telephone: (314) 361-3361

AMERICAN DIABETES ASSOCIATION

Missouri Affiliate, Inc.
1423 North Jefferson
P. O. Box 247
Springfield, MO 65801-0247
Telephone: (417) 864-5091

CAPE GIRARDEAU AREA BRANCH
MISSOURI REGIONAL AFFILIATE
AMERICAN DIABETES ASSOCIATION

1724 Surrey Lane
Cape Girardeau, MO 63701
Amy Ward, R.N.
Telephone: (314) 334-2628

AMERICAN DIABETES ASSOCIATION
MISSOURI AFFILIATE/ST. LOUIS REGION

1780 S. Brentwood Blvd.
St. Louis, MO 63144
Telephone: (314) 968-3196
Tom Bognanno, Executive Director

DOWN SYNDROME ASSOCIATION OF ST. LOUIS

42 Middlesex Drive
St. Louis, MO 63144
Telephone: (314) 961-2504

DOWN SYNDROME ASSOCIATION OF SOUTHEAST MISSOURI

P. O. Box 475
Cape Girardeau, MO 63701

THE DOWN SYNDROME GUILD OF GREATER KANSAS CITY, INC.

1244 West Gregory Blvd.
Kansas City, MO 64114
Telephone: (816) 648-6464
(816) 492-3184

NATIONAL DOWN SYNDROME CONGRESS

42 Middlesex Drive
St. Louis, MO 63144
Telephone: (314) 567-6042
Kathleen A. Marafino, President

MISSOURI EASTER SEAL SOCIETY

5025 Northrop
St. Louis, MO 63110
Telephone: (314) 664-5025

EASTER SEAL SOCIETY OF MISSOURI

Greater Kansas City Region
1115 East 65th Street
Kansas City, MO 64131
Telephone: (816) 333-3223
(816) 333-5685 TDD

Southwest Region
1550 East Sunshine
Springfield, MO 65804
Telephone: (417) 882-6500

Southeast Region
P. O. Box 366
316 South Plaza Way
Cape Girardeau, MO 63702-0366
Telephone: (314) 335-3377

MISSOURI EASTER SEAL SOCIETY ADULT SERVICES

1049 East Karsch
Farmington, MO 63640
Telephone: (314) 756-7111
Cindy Minnis
District Program Supervisor

EPILESPY ASSOCIATION OF THE OZARKS

2522 South Campbell
Springfield, MO 65807
Telephone: (417) 881-4664

EPILESPY FOUNDATION OF THE ST. LOUIS REGION

7305 Manchester
St. Louis, MO 63143
Darla Templeton, Executive Director
Telephone: (314) 645-6969

EPILESPY FOUNDATION FOR THE HEART OF AMERICA

4949 Rockhill Road
Kansas City, MO 64110
Ruth Martin, Executive Director
Telephone: (816) 276-8940

GOVERNOR'S COMMITTEE ON EMPLOYMENT OF PEOPLE WITH DISABILITIES

3315 West Truman Blvd., Suite 132
P. O. Box 1668
Jefferson City, MO 65102
Richard C. Powell, Executive Secretary
Candace S. Hawkins, Area Coordinator
Telephone: (314) 751-2600-Verbal & TTY
Toll Free No. 800-877-8249-Verbal & TTY

6800 East 116th St.
Kansas City, MO 64134-3794
Gracy Blume, Area Coordinator
Telephone: (816) 765-9066

4645 Gravois
St. Louis, MO 63116
Jane Strauss, Area Coordinator
Telephone: (314) 832-7443

GCEPD LOCAL CHAPTERS

Ava
Mable Mitchell
Rt. 1, Box 671
Ava, MO 65608

Cape Girardeau
Miki Gudermuth
1314 Brookshire Road
Cape Girardeau, MO 63701

Columbia
Carma Messerli
Access Office
A048 Brady Commons
University of Missouri
Columbia, MO 65211

Cuba
Mode Thurman
107 Park Place
Cuba, MO 65453

Chillicothe
James Teter
625 North Main
Brookfield, MO 64628

Joplin
Joe Mathis
Dept. of Voc. Rehab.
1609 East 20th
Joplin, MO 64801

Mary Catherine Krause
2019 New Hampshire Terrace
Apt. B
Joplin, MO 64801

Lebanon
Bert Emmerson
P. O. Box 1035
Lebanon, MO 65536

Pemiscot/Dunklin/New Madrid Co.
George Gregory
1008 Collins
Caruthersville, MO 63830

Poplar Bluff
Dick Quay
2000 Wasson
Poplar Bluff, MO 63901

Sikeston/Dexter
Duane Mallory
309 Howland
Dexter, MO 63841

St. Joseph
J. Roger Wilson
1002 Francis-Apt. 1210
St. Joseph, MO 64501

St. Louis
P. O. Box 78792
St. Louis, MO 63178-8792
Ray Hayes

Springfield
Mariona Henshaw
400 East Broadmore
Springfield, MO 65807

Waynesville/Crocker
Arvil Cotton
P. O. Box 626
Crocker, MO 65452

Deborah Phillips, Ph.D., Commissioner
Office on the Disabled
St. Louis City Hall
Tucker and Market, Room 30
St. Louis, MO 63103
Telephone: (314) 622-3686

PATH
Placement Assistance to the Handicapped
Marsha Cline
Human Resources Development Institute
3270 Hampton
St. Louis, MO 63139

DEAN
Disability Employment & Awareness Network
Russ Mueller, Chairman
9801 Lamar
Overland Park, KS 66207

ACCESS OFFICE FOR STUDENTS WITH DISABILITIES

A048 Brady Commons
University of Missouri
Columbia, MO 65211
Telephone: (314) 882-4696
Carma Messerli, Coordinator

MISSOURI HEAD INJURY ASSOCIATION

P. O. Box 84
Jefferson City, MO 65102
Telephone: (314) 893-2444

St. Louis Bi-State Chapter
8326 Olive Blvd.
P. O. Box 32025
St. Louis, MO 63132
Telephone: (314) 991-2511

Kansas City Chapter
639 West 66 Terrace
Kansas City, MO 64113
Telephone: (816) 361-2993
Thorne Hawley, Volunteer

Springfield Chapter
5215 South F F Highway
Battlefield, MO 65619
Telephone: (417) 895-6397

Southeast Missouri Chapter
727 Rosamund
Jackson, MO 63755
Telephone: (314) 243-5494
Cathy Scheper

Joplin Chapter
1737 Glenwood Place
Carthage, MO 64836
Telephone: (417) 624-5395
or (417) 358-9596
Cathy Cross

AMERICAN HEART ASSOCIATION MISSOURI AFFILIATE, INC.

2600 I-70 Drive N W
P. O. Box Q
Columbia, MO 65205
Telephone: (314) 446-3000
Toll Free No. 1-800-323-7883

Northwest Region
P. O. Box 8186, Eastside Station
St. Joseph, MO 64508
Telephone: (816) 233-5864

Southeast Region
320 Broadway
P. O. Box 1694
Cape Girardeau, MO 63702
Telephone: (314) 335-3240

AMERICAN HEART ASSOCIATION

St. Louis Chapter
4643 Lindell Blvd.
St. Louis, MO 63108
Telephone: (314) 367-3383

AMERICAN HEART ASSOCIATION

Greater Kansas City Division
9401 Reeds Road
Overland Park, KS 66207
Telephone: (913) 648-6727

NATIONAL HEMOPHILIA FOUNDATION

1301 Business 63 South
Columbia, MO 65201
Telephone: (314) 442-4501
Nita McCormick (secretary)
Pat Clark (314) 882-9355

LEARNING DISABILITIES ASSOCIATION OF MISSOURI

State Office
P. O. Box 3303 G.S.
Springfield, MO 65808
Telephone: (417) 864-5110
Pat Horacek, President

Columbia Council
1406 Ridgemont
Columbia, MO 65203
Telephone: (314) 445-7521
Meda Delaschmutt

Jefferson City Council
2007 Autumn
Jefferson City, MO 65109
Telephone: (314) 634-4773
Phyllis Crisp

Joplin Council
2415 Florida
Joplin, MO 64801
Telephone: (417) 781-4917
Carolyn Snow

Kansas City Council
416 North 36th Terrace
Blue Springs, MO 64015
Telephone: (816) 228-1541
Linda Alwes

Springfield Council
1531 East Sunshine, G-5
Springfield, MO 65804
Telephone: (417) 882-2008
Gloria Brown

St. Louis Council
P. O. Box 12642
Creve Coeur, MO 63141
Telephone: (314) 241-6685
Beverly Rhea, President

Pulaski County Chapter
Route 2, Box 233
Waynesville, MO 65583
Telephone: (314) 336-5984
Kathy Bradley

LEUKEMIA SOCIETY OF AMERICA

The Gateway Chapter
77 West Port Plaza, Suite 101
St. Louis, MO 63146-3111
Telephone: (314) 878-0780

Mid-America Chapter
3100 Main, Suite 15
Kansas City, MO 64111

PARENTS OF LIMITED CHILDREN

7246 Pershing
St. Louis, MO 63130
Dr. Mary Yaris, President
Telephone: (314) 726-0518

LITTLE PEOPLE OF AMERICA

# 8 Tamma Lane
Hazelwood, MO 63042
Telephone: (314) 831-4043
Mary Valent

AMERICAN LUNG ASSOCIATION

American Lung Association of Eastern MO
1118 Hampton Avenue
St. Louis, MO 63139-3196
Telephone: (314) 645-5505
Fax: (314) 645-7128
Toll-Free 1-800-467-5864

BRANCH OFFICES

North Missouri Region
P. O. Box 574
Kirksville, MO 63501
Telephone: (816) 665-9403

Mid-Missouri Branch
811 Cherry Street, Room 201
P. O. Box 1321
Columbia, MO 65202
Telephone: (314) 874-2616
Fax: (314) 443-LUNG
Toll-Free 1-800-467-5864

937 Broadway, Suite 305
P. O. Box 513
Cape Girardeau, MO 63702-0513
Telephone: (314) 334-4007
FAX (314) 334-0581

American Lung Association of
Western Missouri
2007 Broadway
Kansas City, MO 64108
Telephone: (816) 842-5242

BRANCH OFFICE
1835 South Stewart, Suite 112
Springfield, MO 65804
Telephone: (417) 883-7177

MISSOURI CHAPTER, THE LUPUS FOUNDATION OF AMERICA, INC.

8420 Delmar Blvd., Suite LL1
St. Louis, MO 63124
Telephone: (314) 432-0008

MARCH OF DIMES
BIRTH DEFECT FOUNDATION

Southwest Division
1820 East 20th Street, Suite #31
Joplin, MO 64804
Susan Thomas, Director
Telephone: (417) 781-5443

Greater Kansas City Area Chapter
4050 Pennsylvania Ave., Suite 230
Kansas City, MO 64111
Joan Sprenger, Exec. Dir.
Telephone: (816) 561-0175

South Missouri Chapter
101 South Main Street
P. O. Box 15
Poplar Bluff, MO 63901
Telephone: (314) 785-9540
Susan Cockerill
Division Director

South Missouri Chapter
205 St. Louis, Suite 213, Holland Bldg.
Springfield, MO 65806
Betty Lee
Telephone: (417) 862-2721

Greater St. Louis Area Chapter
2228 Welsch Industrial Court
St. Louis, MO 63146
Edward L. Owens
Telephone: (314) 993-6670

Northern Missouri Chapter
1310 Business Hwy. 63 So. No. 2
Columbia, MO 65201
Kelly Massengill
Telephone: (314) 449-0573 or
(314) 449-0574

MENTAL HEALTH ASSOCIATION IN MISSOURI

204 East High Street
Jefferson City, MO 65101
Telephone: (314) 635-5979
Peter Newquist

MENTAL HEALTH ASSOCIATION OF THE OZARKS

1675 East Seminole, Suite G-200
Springfield, MO 65804
Telephone: (417) 882-4677

ALLIANCE FOR THE MENTALLY ILL

Alliance for the Mentally Ill
of Greater Kansas City
1005 Grand, Suite 520
Kansas City, MO 64106
Telephone: (816) 472-0030
FAX (816) 472-0004

Alliance for the Mentally Ill
Metro St. Louis
131 West Monroe, Suite 8
St. Louis, MO 63122
Telephone: (314) 966-4670
Help-Line hours 9 am-1 pm weekdays
Allin Walker, Exec. Dir.

1504 North Robberson
Springfield, MO 65802
Telephone: (417) 864-7119

MULTIPLE SCLEROSIS SOCIETY

Gateway Area Chapter
MID-NO Branch
1206 Business Loop 70 West
Suite E
Columbia, MO 65203
Telephone: (314) 875-6767 &
(314) 875-6768

Gateway Area Chapter
National Multiple Sclerosis Society
915 Olive St., Suite 310
St. Louis, MO 63101
Telephone: (314) 241-8285
Toll-Free 1-800-628-1753

NATIONAL MULTIPLE SCLEROSIS SOCIETY

Ozark Branch Chapter
2149 South Oak Grove
Springfield, MO 65804
Jacquetta Huntley, Regional Coor.
Telephone: (417) 882-8128
Mary Ann Lee, Director

MIDLAND MS EXPRESS BRANCH

P. O. Box 51
St. Joseph, MO 64502
Telephone: (816) 364-6290
Toll-free 1-800-745-6148

MIDLAND EMPIRE MS SUPPORT GROUP

Heartland Hospital West
Room 238
801 Faraon
St. Joseph, MO 64501
Telephone: (816) 364-6290

MUSCULAR DYSTROPHY ASSOCIATION, INC.

354 Silver Springs Road
Cape Girardeau, MO 63701
Telephone: (314) 335-4400

1301 Vandiver Drive, Suite U
Columbia, MO 65202
Telephone: (314) 442-5154

301 East Armour, Suite 305
Kansas City, MO 64111
Telephone: (816) 931-7750

Greater Ozarks Area Chapter
435 East Union, Suite K
Springfield, MO 65802
Telephone: (417) 831-2533

Mississippi Valley Chapter
7503 S. Big Bend
St. Louis, MO 63119
Telephone: (314) 962-0023

NATIONAL NEUROFIBROMATOSIS FOUNDATION MISSOURI CHAPTER

14753 Dovenshire Ct.
Chesterfield, MO 63017

HIGGINSVILLE PARENT'S ASSOCIATION

Higginsville Habilitation Center
Route 2, Box 21
Higginsville, MO 64037

MISSOURI PARENT ACT (MPACT)

1722 W South Glenstone Suite 125
Springfield, MO 65804
Telephone: (417)882-7434
Toll-Free 1-800-666-7228

625 North Euclid, Suite 405
St. Louis, MO 63108
Telephone: (314) 361-1660
Toll-Free 1-800-284-6389

1115 East 65th Street
Kansas City, MO 64131
Telephone: (816) 333-6833

PILOT PARENTS

P. O. Box 10984
Springfield, MO 65808
Telephone: (417) 883-2593

SLDDTC'S PARENTS ASSOCIATION

3335 Landing Drive
St. Ann, MO 63074
Telephone: (314) 423-4155

St. Louis DD Treatment Center
211 North Lindbergh
St. Louis, MO 63141
Telephone: (314) 872-0200

ST. LOUIS STATE SCHOOL/HOSPITAL PARENT ASSOCIATION

Bellefontaine Habilitation Center
St. Louis, MO 63137
Telephone: (314) 388-8000

PRADER-WILLI SYNDROME MISSOURI ASSOCIATION

12198 Sage Meadow Lane
Maryland Heights, MO 63043
Telephone: (314) 878-9140

CAPE GIRARDEAU COUNTY ASSOCIATION FOR RETARDED CITIZENS, INC.

P. O. Box 831
1330 Southern Expressway
Cape Girardeau, MO 63702-0831
Telephone: (314) 334-1166

GENTRY COUNTY ASSOCIATION FOR RETARDED CITIZENS, INC.

P. O. Box 219
Albany, MO 64402
C. Max Lykins, Executive Director
Telephone: (816) 726-4155

GREATER KANSAS CITY FOUNDATION FOR CITIZENS WITH RETARDATION

1014 West 39th St.
Kansas City, MO 64111
Telephone: (816) 931-4694

GREENE COUNTY ASSOCIATION FOR RETARDED CHILDREN, INC.

1501 East Pythian
Springfield, MO 65802
Telephone: (417) 864-7887

LACLEDE COUNTY ASSOCIATION FOR RETARDED CITIZENS

Laclede County ARC Developmental
Training Center
P. O. Box 108
Lebanon, MO 65536
Telephone: (417) 588-1577

MARSHALL ASSOCIATION FOR RETARDED CITIZENS

Marshall Habilitation Center
P. O. Box 190
Marshall, MO 65340
Telephone: (816) 886-2202

PERRY COUNTY ASSOCIATION FOR RETARDED CITIZENS

Adult Activity Center
P. O. Box 173
Perryville, MO 63775
Donna Erlacker, DMD Pres.
Telephone: (314) 547-5338

STE. GENEVIEVE COUNTY ASSOCIATION FOR RETARDED CITIZENS

209 St. Jude Drive
Ste. Genevieve, MO 63670
Brenda Stuppy, President

ST. LOUIS ASSOCIATION FOR RETARDED CITIZENS

1816 Lackland Hill Parkway, Suite 200
St. Louis, MO 63146
Ted E. Grazman, President
Telephone: (314) 569-2211

SIKESTON AREA ASSOCIATION FOR RETARDED CITIZENS

515 North West
Sikeston, MO 63801
Harvey Cooper, President
Telephone: (314) 472-0583

MENTAL RETARDATION ASSOCIATION OF MISSOURI

1108 Nector Street
St. Louis, MO 63137
Betty Coll, President
Telephone: (314) 867-0509

THE SPINA BIFIDA ASSOCIATION OF GREATER KANSAS CITY, INC.

P. O. Box 5462
Kansas City, MO 64131
Brian DeMoss, Pres.
Telephone: (816) 822-0161

WILLIAMS SYNDROME ASSOCIATION

1611 Clayton Spur Ct.
Ellisville, MO 63011
Telephone: (314) 227-4411
Dana Vouga, National Chairperson

AGENCIES PROVIDING SERVICES TO PEOPLE WITH DISABILITIES

AGENCIES

STATE AGENCIES
FEDERAL AGENCIES
VETERANS

ADAIR COUNTY CHAPTER AMERICAN RED CROSS

315 South Franklin
P. O. Box 257
Kirksville, MO 63501
Telephone: (816) 665-5686

Prosthetic equipment on loan. Non-professional counseling, referral.

ADVENT ENTERPRISES, INC.

2116 Nelwood
Columbia, MO 65202
Telephone: (314) 474-8560

Serves people with physical, emotional or mental disabilities, and the economically disadvantaged. Services include: vocational evaluation, transitional employment, job seeking skills training, supported employment, recreational therapy, job placement, and transitional housing. Occupational skills training is offered in the areas of: clerical, accounting/computing, custodial, retail, and food service. Specialized programs for people with head injuries and hearing impairments are available. All programs and services are fully accredited by the Commission on Accrediation of Rehabilitation Facilities. Sponsorship is offered through Division of Vocational Rehabilitation, Private Industry Council, Mental Health, or Veterans Administration, Office of Administration, state and federal grants, and the United Way.

1700½ West Ninth
Sedalia, MO 65301
Telephone: (816) 827-4747

AFL-CIO COMMUNITY SERVICES

118 South 5th Street Lower Level
St. Joseph, MO 64501
Ronald F. Sitzman, Director
Larry Huston, Associate
Telephone: (816) 364-1131
Toll-free 1-800-365-7724

ALTERNATIVE COMMUNITY TRAINING, INC.

2200 Burlington Drive
Columbia, MO 65202
Telephone: (314) 474-9446
TDD (314) 474-1199

ALTERNATIVES FOR THE BLIND IN LIVING AND EMPLOYMENT, (ABLE)

2545 South Hanley Road
St. Louis, MO 63144
Telephone: (314) 647-7453

Vocational evaluation, personal/vocational counseling and guidance, work adjustment training, and job placement for blind and visually impaired. Both residential and non-residential services are offered. This is a Division of the Metropolitan Employment & Rehabilitation Service.

AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS

Missouri AFL-CIO
208 Madison Street
Jefferson City, MO 65101
Duke McVey, President
Telephone: (314) 634-2115

AMERICANA HEALTHCARE CENTER

1200 Graham Road
Florissant, MO 63031
Telephone: (314) 838-6555

Americana has an extensive physical, occupational, and speech therapy program. Treatment is provided by qualified professional therapists under the direction of the patient's physician.

AMERICAN SCHIZOPHRENIA ASSOCIATION OF ST. LOUIS

16745 Old Jamestown Road
Florissant, MO 63034-1408
Telephone: (314) 427-4088

Provides an information center, physician referral, listening center and speakers bureau, support groups (patient and family). Family workshops and seminars.

ASSOCIATION FOR SPECIAL CITIZENS

1041 West 7th Street
West Plains, MO 65775
Telephone: (417) 256-8475
Shirley Petrey, President

A parent and professional association which provides monthly programs and information/referral services to persons who are mentally retarded/ developmentally disabled in the Howell County area.

ASSOCIATION FOR SPECIAL CITIZENS TRAINING CENTER

1314 Webster
West Plains, MO 65775
Telephone: (417) 257-7770

Provides training in the areas of development of independent living skills, socialization skills, self-help skills, ambulation skills, and behavior management skills.

AUDRAIN MEDICAL CENTER

620 East Monroe
Mexico, MO 65265
Telephone: (314) 581-1760, Ext. 100

BARRY-LAWRENCE COUNTY COUNSELING CENTER

P. O. Box 285
Monett, MO 65708
Telephone: (417) 235-6610
Douglas Brooks, Ph.D., Executive Director

BARRY-LAWRENCE COUNTY DEVELOPMENT CENTER

408 3rd Street
Monett, MO 65708
Telephone: (417) 235-6731

Early childhood special education, speech therapy, physical therapy and occupational therapy for cerebral palsied and other learning disabilities.

BLUE RIDGE PHYSICAL THERAPY

Blue Ridge Tower Building, Suite 534
4240 Blue Ridge Boulevard
Kansas City, MO 64133
Telephone: (816) 358-7333

Provides short term treatment for acute disabilities of orthopedic or neurological nature.

BLUE VALLEY HEAD INJURY CENTER

3115 Roanoke
Kansas City, MO 64111
Telephone: (816) 531-4938

Provides work adjustment services and extended employment to head injury survivors. Assistance with job placement and job coaching services available.

BOLIVAR DEVELOPMENTAL TRAINING CENTER

P. O. Box 790
Bolivar, MO 65613
Telephone: (417) 326-6318

Provides training in the areas of development of independent living skills, socialization skills, self-help skills, ambulation skills, behavior management skills, community intergration and home management.

BOONE COUNTY GROUP HOMES

1900 North Providence, Suite 311
Columbia, MO 65202
Telephone: (314) 874-1995

Providing group homes and supervised apartments for adults who have developmental disabilities. Providing case management, family support, and independent living assistance for children and adults who have developmental disabilities.

BOOTHEEL MENTAL HEALTH CENTER

121 Smith Street
P. O. Box 1043
Sikeston, MO 63801
Telephone: (314) 471-0880
Ron Steinmetz, Executive Director

BURRELL CENTER, INC

1300 Bradford Parkway
Springfield, MO 65804
Telephone: (417) 883-5400

Provides a variety of services to mentally ill patients, including outpatient and inpatient treatment, psychiatric group homes, supervised apartment living and emergency services.

BRYON LIPPMAN COUNSELING AND REHABILITATION CENTER

2545 South Hanley
St. Louis, MO 63144
Telephone: (314) 647-7453
Annette Grove, Vice President

Vocational evaluation, personal and vocational adjustment training, independent living skills, job readiness training, placement services, and skill training for persons with physical, emotional, and mental disabilities sixteen years of age and older. Both residential and non-residential services are available. Itinerant services to blind and visually impaired persons are available. This is a facility of the Metropolitan Employment & Rehabilitation Service.

CAMERON CHILDREN'S DEVELOPMENT CENTER, INC.

414 North Chestnut Street
Cameron, MO 64429
Edna McQuerrey, Director
Business Phone: (816) 632-7034
Home Phone: (816) 632-2674

Serves severely physically and mentally handicapped, delays in development. Ages 0 to school age. Serve over 21. Programs include pre-school skills, speech, O.T., and Pre-Work-shop skills. Directional services.

CAMP HAPPY DAY

6493 Rhodes
St. Louis, MO 63109
Jane Mitchellette Hanneken, M.A.
Executive Director
Telephone: (314) 832-0289

A six week summer program of educational and recreational activities for children ages 4 to 14 with learning disabilities, attention defisit and/or behavior disorders. Program consists of reading, math, physical education, art and crafts. Counseling, speech and language, and testing available for those in need.

CANCER RESEARCH CENTER

3501 Berrywood Drive
Columbia, MO 65201
Telephone: (314) 875-2255

Cancer research and early detection and employment for the handicapped.

CAPE GIRARDEAU ARC RESPIT CARE CENTER

147 North Silver Springs Road
P. O. Box 831
Cape Girardeau, MO 63702-0831
Hilary F. Schmittzehe, President
Telephone: (314) 335-5090

CAPITAL CITY AREA COUNCIL FOR SPECIAL SERVICES

1028 East High Street
P. O. Box 1575
Jefferson City, MO 65102
Debbie Hamler, Executive Director

The Council is made up of The Special Learning Center which serves children in the area who have developmental delays (ages birth to six) and the Youth and Adult Program which serves individuals in the community with developmental disabilities. The Council holds a Friday night recreational activity time each week in conjunction with the Park Board and Cole County Residential Services. Activities include such things as as bingo, movie night, hayrides, swimming, basketball, bowling, picnics, dances, softball, and miniature golf. They help coordinate the Special Olympic's events for the individuals from this area. The Council also offers campships for a week at Camp Wonderland at the Lake of the Ozarks for individuals with developmental delays who are 12 years or older.

CARDINAL GLENNON CHILDREN'S HOSPITAL

1465 South Grand Boulevard
St. Louis, MO 63104
Telephone: (314) 577-5600

Pediatric hospital providing inpatient and outpatient health services for the care and treatment of ill, injured and handicapped children and adolescents.

CARDINAL RITTER INSTITUTE

4483 Lindell Boulevard
St. Louis, MO 63108-2499
Telephone: (314) 652-3600

Provides home health services, homemakers, housing, employment, volunteer services and social services for the elderly.

CARROLL DISTRIBUTING COMPANY

1920 South Broadway
St. Louis, MO 63104
Telephone: (314) 241-0023

A private firm offering employment of physically and mentally handicapped.

CATHOLIC DEAF MINISTRY

6815 Page Avenue
St. Louis, MO 63133-1505
Telephone: (314) 721-3069 (voice)
(314) 727-2747 (TDD)

Catholic Deaf Ministry of the Archdiocese of St. Louis provides advocacy, referrals, community outreach and education, as well as church services in total communication. We serve all deaf people regardless of race, creed or ethnic background.

CENTER FOR FAMILY AND INDIVIDUAL COUNSELING

110 North Tenth, Suite 7
Columbia, MO 65201
Telephone: (314) 449-2670

201 Monroe
Jefferson City, MO 65101
Telephone: (314) 635-5536

Provides counseling, evaluation and testing.

CENTER FOR HUMAN SERVICES

600 East 14th Street
P. O. Box 1565
Sedalia, MO 65301
Telephone: (816) 826-4400

Offers a full array of services for MR/DD children and adults in the Mid-Missouri area.

CENTRAL INSTITUTE FOR THE DEAF, SPEECH, LANGUAGE AND HEARING CLINIC

818 South Euclid Avenue
St. Louis, MO 63110
Richard Stoker, Ph.D., Director
Telephone: (314) 652-3200

Offers diagnostic services in audiology, speech pathology and psychology, aural rehabilitation for hearing-impaired adults, a language development program for preschool language-impaired children, a parent-infant program for hearing-impaired children under three years of age, and an oral/aural school for hearing-impaired children from 3 to 15 years of age.

CENTRAL MISSOURI REGIONAL ARTHRITIS CENTER

MA 427 Health Sciences Center
University of Missouri
Columbia, MO 65212
Telephone: (314) 882-8097
Lavona Virgen, Contact Person

CENTRAL MISSOURI STATE UNIVERSITY SPEECH AND HEARING CLINIC

Martin Building, Room 34
Warrensburg, MO 64093
James Wilson, Ph.D.
Coordinator of Clinical Services
Telephone: (816) 429-4993

Provides Diagnostic and treatment services for children and adults with speech and/or hearing disorders.

CENTRAL OZARK MENTAL HEALTH SERVICES, INC.

1435 Hauck Drive
P. O. Box 921
Rolla, MO 65401
Telephone: (314) 364-7551
Merrie Miller, Executive Director

CHILDHAVEN

3822 Westminster
St. Louis, MO 63108
Telephone: (314) 534-2273

Childhaven is a center that provides treatment, training, and consultations in the areas of behavior and communication. Childhaven has eight programs to serve the community: therapeutic day treatment (ages 2 - 11); therapeutic outreach; consultation; evaluation; training; counseling; a positive behavior management training program known as Project PLAN (Positive Learning and Nurturing); and parenting programs designed for working parents; DAILY DILEMAS OF THE WORKING PARENT.

CHILDREN'S CENTER FOR THE VISUALLY IMPAIRED

400 West 57th Street
Kansas City, MO 64113
Telephone: (816) 333-3166

Education for blind and visually impaired children, birth through kindergarten age. Infant intervention, preschool and kindergarten programs available. Services include braille instruction, low vision training, orientation and mobility, parent support, speech and occupational therapies.

CHILDREN'S MERCY HOSPITAL

24th and Gillham Road
Kansas City, MO 64108
Telephone: (816) 234-3000

167 bed major pediatric medical center serving western Missouri and eastern Kansas. Over 30 outpatient speciality clinics, neonatal intensive care unit, pediatric intensive care unit, pediatric trauma center, burn unit.

CHILDREN'S REHABILITATION UNIT (CRU)

910 Edmond
St. Joseph, MO 64501
Telephone: (816) 232-4339

The Children's Rehabilitation Unit provides services to preschool aged clients with severe emotional problems and developmental delays. Treatment programs are provided in a group or individual outpatient basis and include psychiatric services, social services, educational services, speech and language and total communication for the hearing impaired. A multi-disciplinary team approach is utilized to assess clients, treat clients, evaluate response to treatment and provide supportive services through education and consultation with parents/guardians.

CHILDREN'S THERAPY CENTER

600 East 14th
P. O. Box 1565
Sedalia, MO 65301
Telephone: (816) 826-4400

CHILD-STUDY CLINIC

217 Townsend Hall
University od Missouri-Columbia
Columbia, MO 65211
Telephone: (314) 882-3677

Diagnostic assessment, individual and group remediation, consultation with parents, schools and other service agencies.

CHILD WORLD SCHOOL

9212 Oak
Kansas City, MO 64114
Telephone: (816) 361-3079

Services offered: 5 day week, 9 months to a year, ages 2 1/2 to 8. Planned educational, movement and speech therapy for children according to their needs. Parent counseling is available for home behavior management. Structured program using behavior modification techniques used after individual analysis of specific behavior problems. Very individualized teaching using office type booths as well as very small group lessons. Help children learn acceptable behavior, listening, reading, number skills, perceptual motor skills to allow children to operate at full potential, i.e.; to enter public school in regular or special education programs with maximun success. Certified Special Education teacher, Speech and Occupational Therapist, and part-time psychologist.

CLAY COUNTY HEALTH CENTER SPEECH AND HEARING CLINIC

1940 152 Highway
Liberty, MO 64068
Lonna Gay Wimmer-Kuehl, MS CCC, Director
Speech and Hearing Clinic
Telephone: (816) 781-1661

Provides speech and hearing therapy.

COLE COUNTY RESIDENTIAL SERVICES, INC.

515 East McCarty
Jefferson City, MO 65101
Telephone: (314) 634-4555

Dedicated to developing and providing community-based services for Cole County citizens who are mentally retarded or otherwise developmentally disabled. CCRSI offers residential programs, developmental training programs and recreational activities.

COMMUNITY COUNSELING CENTER

24 South Mount Auburn Road
Cape Girardeau, MO 63701-4900
Telephone: (314) 334-1100
Roger Henry, M.A., Executive Director

COMMUNITY COUNSELING CONSULTANTS

P. O. Box 507
Business Highway 13 South
Clinton, MO 64735
Telephone: (816) 885-4586
Jerry Osborn, Executive Director

COMMUNITY LIVING, INC.

8 Westbury Drive, Suite 100
St. Charles, MO 63301
Telephone: (314) 946-3557

A non profit corporation serving persons with developmental disabilities in St. Charles County. The following services are offered: supported employment, developmental activity centers, supported living, group homes, respite care, recreation and transportation.

COMPREHENSIVE MENTAL HEALTH SERVICES, INC.

10901 Winner Road
P. O. Box 520169
Independence, MO 64052
Telephone: (816) 254-3652
William H. Kyles, M.A., M.P.A.
Executive Director

COMTREA COMMUNITY MENTAL HEALTH CENTER

227 Main
P. O. Box 519
Festus, MO 63028
Telephone: (314) 937-3300
Stephen F. Huss, Ph.D.,
Chief Executive Officer

CONCERNED CARE, INC.

1509 NE Parvin Road
Kansas City, MO 64116
Telephone: (816) 455-3026

A non-profit corporation involved in the operation of group homes and supervised apartment living program, serving a developmentally disabled population and rated on the Teaching Family Model.

CONTACT-ST. LOUIS

P. O. Box 160070
St. Louis, MO 63116
John F. Smith, Exec. Director
Telephone: (314) 771-8181

Provides telecommunication services for deaf.

CRAWFORD & COMPANY HEALTH AND REHABILITATION

One City Place Drive
Suite 500
St. Louis, MO 63141
Anne Grant, RN, CRRN
Telephone: (314) 569-0128

Provides individualized and specialized medical supervisor and vocational services for persons injured in industrial and other accidents, with a focus on job placement or on-the-job training.

CRIPPLED CHILDREN'S NURSERY SCHOOL

24th and Gillham Road
Kansas City, MO 64108
Telephone: (816) 234-3392

Provides early childhood education, physical therapy, occupational therapy, speech therapy, deaf education, perceptual motor training and social service. Serves children 2 to 6 years of age.

DEAF, INC

c/o First Baptist Church
9th & Cedar Streets
Rolla, MO 65401
Telephone: (314) 341-3442 (Voice/TDD)
Rosemary Wakeham, Executive Director

Serving children and adults who are deaf/hearing impaired or have other types of communication disorders. Services include: preschool educational services, speech therapy, parent education, sign-language training, education and communication training for adults with hearing loss and their families.

DELTA GAMMA FOUNDATION FOR VISUALLY IMPAIRED CHILDREN

8900A Manchester Road
Brentwood, MO 63144
Telephone: (314) 963-0376

Serves blind and visually impaired infants and young children within 50 miles of our office in MO. Home visits providing early educational intervention and information to parents; parent/infant, parent/toddler and preschool programs, promoting group interaction prior to preschool placement; parent education and parent support group; lend educational toys, materials, and equipment; place in pre-schools, consult with schools; refer to other agencies.

THE DENT COUNTY ADULT ACITIVTY CENTER

P. O. Box 109
Salem, MO 65560

Geriatric and community intergration programs for MR/DD adults over the age of 21.

DEPARTMENT OF SPECIAL EDUCATION ARCHDIOCESE OF ST. LOUIS

4472 Lindell Boulevard
St. Louis, MO 63108
Telephone: (314) 533-3454

Provides residential and day instructional facilities for children and adolescents with severe learning problems (mental retardation or learning disabilities) psychological evaluation and child guidance.

DEVELOPMENTAL CENTER OF THE OZARKS

1545 East Pythian
Springfield, MO 65802
Telephone: (417) 831-1545
Allan McKelvy

The goal is to provide the multiple handicapped infant, child, adult and their family, through team effort, all the help known at this time, to prepare them for a useful place in their community, to keep the public and parents informed of the progress being made through research on causes and prevention of cerebral palsy, mental retardation, and other related handicapping conditions; to promote legislation that will benefit the multiple handicapped. Other programs provided by the Developmental Center are the infant development program, developmental pre-school programs, and adult developmental training programs. Other related services are speech therapy, physical therapy, and family counseling.

DEVELOPMENT CENTER OF THE OZARKS CHRISTIAN COUNTY ADULT PROGRAM

309 A Enterprise Lane
Nixa, MO 65714
Carrie Pogue

Provides training in the areas of development of independent living skills, socialization skills, self-help skills, ambulation skills and behavior management skills.

DEVELOPMENTAL PRESCHOOL OF OF ST. LUKE'S HOSPITAL

4400 Wornall
Kansas City, MO 64111
Telephone: (816) 932-3833

Intensive speech and occupational therapy programs for children aged 12 mos. to 6 years with birth injuries and developmental delays.

DEWEY HOUSE: A RESIDENTIAL GROUP HOME FOR PERSONS WITH DEVELOPMENTAL DISABILITIES

1302 Dewey Avenue
St. Joseph, MO 64505
Telephone: (816) 279-8844

Residential living arrangement for adults developmentally disabled. Administered by Progressive Board for the Developmentally Disabled and Midland Empire Association for Retarded Citizens.

DIRECTION SERVICE CENTER

1511 Kingshighway
Independence, MO 64055
Telephone: (816) 833-4415

A service for handicapped/special needs children, ages 0-21, and their families who need help in finding appropriate services to meet the child's needs. Serves any child in Jackson County who is handicapped; multiple and severely handicapped, mentally retarded, learning disabled, emotionally disturbed, orthopedically handicapped, deaf, deaf and blind, and impairments of speech, hearing, vision or health.

DISABLED CITIZEN'S ALLIANCE FOR INDEPENDENCE

Viburnum, MO 65566
Juanita Hagemeier, Director
Telephone: (314) 244-5403

EAST CENTRAL MISSOURI MENTAL HEALTH CENTER

704 East Monroe
Mexico, MO 65265
Telephone: (314) 581-1785

Diagnostic evaluation, partial hospitalization, in-patient hospitalization, emergency (24 hr/7 days wk.) outpatient services, alcohol and drug abuse services, and consultation and education.

EDGE, INC.

301 East Missouri
Kirksville, MO 63501
Telephone: (816) 665-9465
Sue Ann Morrow, Director

EDGEWOOD CHILDREN'S CENTER

330 North Gore Avenue
Webster Groves, MO 63119
Telephone: (314) 968-2060

Serving children with severe emotional disturbances and learning disabilities. Provides residential treatment, day treatment, respite care, family preservation services, inpatient evaluation and on campus special education.

EMMAUS HOME, INC.

2200 Randolph Street
P. O. Box 220
St. Charles, MO 63301
Telephone: (314) 946-6144
(314) 724-5750

Licensed residential living for adults with MR/DD. Habilitative services and variety of living arrangements offered. Programs include day activities, supported employment, senior activities and recreational. Various professional therapies, multistaff nursing and variety of activities. Affiliated with the United Church of Christ through its "Council for Health and Human Service Ministries" and open to men and women over 21, regardless of race or religion.

EMMAUS HOMES, INC.

R. R. 2, Box 185
Marthasville, MO 63357
Telephone: (314) 433-2207

Licensed residential facility for adults with mental retardation. Capicity 140 persons. A variety of living arrangements is offered. A health and Human Service Agency of the United Church of Christ, open to persons regardless of religion, race or sex.

EPILESPY FOUNDATION HEART OF AMERICA

4949 Rockhill Road
Kansas City, MO 64110
Telephone: (816) 276-8940

The Epilespy Foundation provides specialty services for people with epilespy, their families and community. Services include employment and support and placement, counseling and referral, low-cost anti-convulsant medication program, self-help groups and educational programs.

EXCEPTIONAL ONES, INC.

P. O. Box 46
Mapaville, MO 63065
Telephone: (314) 937-1701
(314) 464-2060

Provides a Job Readiness Training Program designed to assist handicapped persons in learning job seeking skills. Clients are involved in both individual and group instruction. This instruction includes information on employment opportunities, awareness as to wage and benefits, interview techniques, filling out applications, learning to prepare a resume, communication skills, socialization skills, grooming, and job maintenance skills. Upon successful completion of Job Readiness Training, Job Placement Assistance is provided. Follow-up services are provided for as long as necessary. Vocational Evaluation and Work Adjustment Training are also provided.

EXCEPTIONAL PUPIL COOPERATIVE OF THE OZARKS

P. O. Box 161
Bolivar, MO 65613
Telephone: (417) 326-6284
Vaughn George

Contract with several school districts to provide specialized educational services as specified by student's Individual Education Plan, i.e. speech therapy, physical therapy, special education and related services.

FAMILY CARE CENTER OF SPRINGFIELD

3259 East Sunshine, Suite I
Springfield, MO 65804
Telephone: (417) 887-4452
FAX (417) 887-2329

Provides parent training to help parents of developmentally disabled children learn to appropriately deal with behavior and their developmental environment. Also provides interpersonal counseling for families and individuals.

FAMILY COUNSELING CENTER, INC.

925 Highway VV, Box 71
Kennett, MO 63857
Telephone: (314) 888-5925
Myra Callahan, Exec. Dir.

FAMILY GUIDANCE CENTER

910 Edmond
St. Joseph, MO 64501
Telephone: (816) 364-1501

Developmental screening; educational diagnosis; psychological counseling for children and parents; developmental preschool for multiply handicapped, adaptive behavior training, speech, occupational, play and swimming therapy.

FAMILY MENTAL HEALTH CENTER

1905 Stadium Boulevard
P. O. Box 104146
Jefferson City, MO 65110-4146
Telephone: (314) 634-3000
Keith Williams, Director

FONTBONNE COLLEGE

Speech and Language Clinic
6800 Wydown Boulevard
St. Louis, MO 63105
Telephone: (314) 862-3456
(314) 889-1407

Speech therapy including articulation, language, stuttering and voice therapy for all ages. Evaluation for augmentative communication systems and subsequent therapy is also provided.

FOUR COUNTY MENTAL HEALTH SERVICES, INC.

306 McDonough
St. Charles, MO 63301
Telephone: (314) 946-4000
Karl Wilson, Ph.D., Executive Director

GAINESVILLE DEVELOPMENTAL TRAINING CENTER

Gainesville, MO 65655
Telephone: (417) 679-3742

Provides training in the areas of development of independent living skills, socialization skills, self-help skills, ambulation skills, and behavior management skills.

GAZETTE INTERNATIONAL NETWORKING INSTITUTE (GINI)

4502 Maryland Avenue
St. Louis, MO 63108
Telephone: (314) 361-0475

Publishes Rehabilitation Gazette, a biannual international journal and information service on independent living for persons with disabilities and families, friends and health professionals. Writers share their personal experiences of coping with disability. Rehabilitation Gazette is available through subscription. Coordinates International Polio Network and International Ventilator Users Network.

GENERAL LEONARD WOOD ARMY HOSPITAL, EENT CLINIC

Audiology Service
Fort Leonard Wood, MO 65473
Cpt. Arthur F. Larson, Chief
Telephone: (314) 596-9591

Audiology services.

GILLIS CENTER

8150 Wornall Road
Kansas City, MO 64114
Telephone: (816) 363-1414

Residential and day treatment for emotionally disturbed children ages 5-14.

GOOD SHEPHERD SCHOOL FOR CHILDREN

13157 Olive Spur Road
St. Louis, MO 63141
Telephone: (314) 878-4845

Developmental training and educational services for pre-school and primary age children with developmental disabilities. Speech and language therapy, occupational therapy and physical therapy.

GREATER KANSAS CITY CHAPTER-AMERICAN RED CROSS

211 West Armour Boulevard
Kansas City, MO 64111
Telephone: (816) 931-8400

Instructor training for handicapped swimming.

GREATER KANSAS CITY FOUNDATION FOR CITIZENS WITH RETARDATION RESIDENTIAL DAY HABILITATION, AND SUPPORTED EMPLOYMENT

1014 West 39th
Kansas City, MO 64111
Telephone: (816) 931-4694

GREAT RIVERS MENTAL HEALTH SERVICES

9362 Dielman Industrial Drive
St. Louis, MO 63132
Telephone: (314) 997-3900
Bonnie DiFranco, Director

GREENE COUNTY SPECIAL EDUCATION COOPERATIVE

238 East Anderson
Republic, MO 65738
Telephone: (417) 732-7289

Provides specialized educational services cooperatively with local districts. Services include speech therapy, physical and occupational therapy, and instructional special education services.

HANDICAPS EXPLORING LIFE'S POTENTIALS (HELP)

P. O. Box 662
Rolla, MO 65401
Telephone: (314) 364-5054
Diann M. Kunkel-Black, President

Provides services to the developmentally disabled in Phelps county and surrounding areas. Provide information, referral to other sources, rights and benefits advocacy, peer counseling, renovation specifications for accessibility and home barrier removal information. Also loan adaptive equipment if available and needed by the client.

HANDICAPPED SERVICES OF DENT COUNTY, INC.

P. O. Box 109
Salem, MO 65560

Programs offered: Dent County Developmental Preschool - Developmental training and specialized therapies for children ages 3 and 4 with disabilities: Dent County Adult Activity Center - Habilitation training for MR/DD adults over the age of 21: Family Support Program - Family supported respite for individuals with MR/DD.

HANDICAPS, INC.

3314 Miami
St. Louis, MO 63118
Telephone: (314) 776-0857

Sell and install hand controls for handicapped drivers; also types of "lift" for entry and exit of a van for wheelchairs.

HARRY S. TRUMAN CHILDREN'S NEUROLOGICAL CENTER

15600 Woods Chapel Road
Kansas City, MO 64139
Telephone: (816) 373-5060

Residential programs for developmentally delayed school age children and young adults. Provides 24 hour medical and residential care and a continuance of appropriate programs, adult habilitation classes, physical and occupational therapies, communication therapies, recreation program and activities.

HEAD AND NECK GROUP, INC.

14480 East 42nd Street
Independence, MO 64055
Telephone: (816) 478-4200

Medical ear, nose and throat diagnosis and treatment. Audiological evaluation of hearing loss and recommendations for appropriate rehabilitation and hearing aid; Hearing aid fitting, dispensing, aural rehabilitation, and speech reading program. Central auditory processing problems test battery. Electronystogmography for the evaluation of the dizzy patient.

HEAD AND NECK GROUP, INC.

205 West R. D. Mize Road, Suite 208
Blue Springs, MO 64015
Telephone: (816) 229-7474

ENT Physicians office. Four Board certified ENT specialists. Two certified and licensed audiologists. Examination and treatment of diseases of the ears, nose and throat. Diagnostic audiology, including Brain Stem Evoked Response and Impedance Audiometry. Hearing aid dispensing and services. Assistive listening devices.

HEAD AND NECK GROUP

506 N W Murray Road
Lee`s Summit, MO 64063
Telephone: (816) 246-5200

HEARTLAND CENTRE FOR PHYSICAL MEDICINE REHABILITATION

701 Faraon
St. Joseph, MO 64501
Telephone: (816) 271-7673

Center provides conprehensive evaluation, treatment, and total patient care through a team approach involving rehab nursing, physical, occupational and speech therapy; therapeutic recreation, prosthetic and orthotic services; pastoral and home care; social psychological and vocational counseling; and specialized rehabilitation physicians.

HEARTLAND CENTRE SPEECH & HEARING DEPARTMENT (A Division of Heartland Health Systems)

701 Faraon
St. Joseph, MO 64501
Telephone: (816) 271-7577

Complete speech pathology services (evaluation, counseling, treatment). Complete audiological evaluation (assessment, hearing aid evaluations, and hearing aids).

THE HELPING HAND OF GOODWILL INDUSTRIES

1817 Campbell
Kansas City, MO 64108
Telephone: (816) 842-7425

Provides evaluation, training, and employment for the disabled and disadvantaged and provides low cost merchandise for disadvantaged.

HERITAGE LEARNING CENTER

6301 Promenade Lane
St. Joseph, MO 64504
Telephone: (816) 238-9411

Training center for the development of daily living skills for substantially impaired developmentally disabled individuals.

HOPEWELL CENTER, INC.

4731 Delmar Boulevard
St. Louis, MO 63108
Telephone: (314) 361-1735
Amanda Murphy, Ph.D.,
Mental Health Director

HOUSING AUTHORITY

911 East Miller Street
Jefferson City, MO 65101
Allen Pollock
Telephone: (314) 635-6163

HOWARD A. RUSK REHABILITATION CENTER

University of Missouri Hospital and Clinics
One Hospital Drive
Columbia, MO 65212
Telephone: (314) 882-2449

Comprehensive diagnostic evaluation and treatment of individuals with physical disabilities which include stroke, spinal cord injury, multi-trauma injury, chronic pain, and brain injury. Behavioral and prevocational programs are offered for adults suffering from brain injury and industrial injuries. Services include: Rehabilitation Medicine, Rehabilitation Nursing, Occupational Therapy, Physical Therapy, Speech-Language Pathology, Audiology, Psychology, Vocational Counseling and Evaluation, Social Services, Recreation Therapy, and Orthotics and Prosthetics. Services for both inpatients and outpatients are available. Referrals are accepted from other medical services and self-referrals from throughout the State of Missouri. CARF accredited for Hospital Based Rehabilitation and Spinal Cord injury.

ILLINOIS GOODWILL INDUSTRIES

4601 State Street
Suite 310
East St. Louis, IL 62205
Telephone: (618) 274-0559

Provides vocational evaluation and career guidance, work adjustment training, personal and social adjustment programming, skills training in Hospitality and Business Careers, training in Applications Computer Programming for the physically disabled, placement and supported employment.

INDEPENDENCE CENTER

4380 West Pine Boulevard
St. Louis, MO 63108
Telephone: (314) 533-4380
Robert B. Harvey, Executive Director

THE INDOOR SPORTS CLUB, INC.

Springfield Chapter
1945 Marsa
Springfield, MO 65801
Dorothy Rittershouse, President

Lebanon Chapter
108 Howard Drive
Lebanon, MO 65536
Ruth Edwards

INDUSTRIES FOR THE BLIND

925 Sunshine Road
Kansas City, KS 66115
Telephone: (913) 281-0710

Provides training to aid the blind in finding employment and to function in different situations.

INFO-LINE VOLUNTEER CENTER

1080 Washington Street
Kansas City, MO 64105
Telephone: (816) 474-5112
Pat Cundiff, Director

INFORMATION AND REFERRAL SERVICES

118 South 5th Street
St. Joseph, MO 64502
Ronald Sitzman, Program Director
Telephone: (816) 364-1131
Toll-free 1-800-365-7724

INTERNATIONAL POLIO NETWORK (IPN)

4502 Maryland Avenue
St. Louis, MO 63108
Telephone: (314) 361-0475
Polio survivors network. Members receive subscriptions to "Polio Network News", a quarterly bulletin on the latest in post-polio treatment, research, support groups and clinics. "Post Polio Directory" published annually. Coordinated a bi-Aennual polio and independent living conference.

INTERNATIONAL VENTILATOR USERS NETWORK (I.V.U.N.)

4502 Maryland Avenue
St. Louis, MO 63108
Telephone: (314) 361-0475

Ventilator users living at home are linked with health professionals promoting home mechanical ventilation. Includes infants, children and adults disabled by neuromuscular diseases or injuries affecting the respiratory system. Members receive bi-annual "IVUN" News.

IRENE WALTER JOHNSON REHABILITATION INSTITUTE

509 South Euclid Avenue
St. Louis, MO 63110
Telephone: (314) 362-2362
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JASPER COUNTY SHELTERED FACILITIES ASSOCIATION

2312 Annie Baxter
Joplin, MO 64804
Telephone: (417) 624-4515

JEWISH COMMUNITY CENTER ASSOCIATION

2 Millstone Campus Drive
St. Louis, MO 63146
Telephone: (314) 432-5700

Provides recreational and leisure time activities for disabled individuals within specific groups.

JEWISH HOSPITAL OF ST. LOUIS

Department of Rehabilitation Medicine
216 South Kingshighway
St. Louis, MO 63110
Telephone: (314) 454-7755

Comprehensive rehabilitation services for treatment of physical and cognitive disabilities provided on an inpatient and outpatient basis. Specialized programs include Spinal Cord Injured, Head Injured, Stroke Rehabilitation, Amputee Clinic, Wheelchair Seating Clinic, and Hand Rehabilitation.

JEWISH VOCATIONAL SERVICE

1608 Baltimore
Kansas City, MO 64108
Telephone: (816) 471-2808
(816) 471-7461 TTY

Vocational Rehabilitation services which include work evaluation, counseling and job placement. Serves all handicapped individuals with special program for the deaf.

JOYCE RAYE PATTERSON SENIOR CITIZENS CENTER

100 South 10th Street
St. Joseph, MO 64501
Telephone: (816) 271-4666

Center providing social programs for persons 55 years and older and the handicapped.

JUDEVINE CENTER FOR AUTISM

9455 Rott Road
St. Louis, MO 63127
Telephone: (314) 849-4440

JUDEVINE CENTER FOR AUTISM ADULT SERVICES

3520 Hampton Avenue
St. Louis, MO 63139
Telephone: (816) 481-4145

JUDEVINE SUPPORTED EMPLOYMENT

3520 Hampton Avenue
St. Louis, MO 63139
Telephone: (314) 481-5620

K C AREA TRANS LIVING CONSORTIUM

106 East 31st Terrace
Kansas City, MO 64111
Telephone: (816) 561-9650
Jane L. Van Sant, Executive Director

KANSAS CITY ASSOCIATION FOR THE BLIND

1844 Broadway
Kansas City, MO 64108
Telephone: (816) 421-5848
Thomas Healy, Executive Director

Provides sheltered employment for multiple-handicapped, deaf/blind, and visually impaired. Operates a low vision library. Provides information and referral, and manages in home volunteer services to assist aged blind persons. Also provides a sheltered workshop employment program.

KIRKSVILLE OSTEOPATHIC MEDICAL CENTER

Department of Physical Therapy
800 West Jefferson Street
Kirksville, MO 63501
Telephone: (816) 626-2032

Occupational and speech therapy available.

LACLEDE COUNTY ARC DEVELOPMENTAL LEARNING CENTER

P. O. Box 108
Lebanon, MO 65536
Telephone: (417) 588-1577

Provides training in the areas of development of independent living skills, socialization skills, self-help skills, ambulation skills, and behavior management skills.

LAKE OF THE OZARKS DEVELOPMENTAL CENTER

P. O. Box 753
Camdenton, MO 65020
Telephone: (314) 346-4574
Marilyn Martin, Director

Provides a program developing basic skills, training in living, social and recreational skills and prevocational training for mentally retarded and developmentally disabled adults 21 and over.

LAKES COUNTRY REGABILITATION CENTER

2626 West College Road
Springfield, MO 65802
Telephone: (417) 862-1753

Evaluation of work potential for physically, emotionally and/or mentally limited clients. Work adjustment training alchol and drug abuse counseling (Residential), job placement assistance for clients. Outpatient substance abuse counseling, Deaf Relay Service, Skills Training Programs and Institutional Employment Services are also offered.

LAWRENCE HOME # 1

P. O. Box 786
St. Joseph, MO 64501
Telephone: (816) 233-1897

LAWRENCE HOME # 2

P. O. Box 786
St. Joseph, MO 64501
Telephone: (816) 279-1581

Residential living arrangements for developmentally disabled adults.

LAWRENCE HOME # 4

P. O. Box 786
St. Joseph, MO 64501
Telephone: (816) 232-4055
Residential living ICF/MR.

LEGAL AID OF WESTERN MISSOURI

Main Office
1005 Grand Avenue, Suite 600
Kansas City, MO 64106
Telephone: (816) 474-6750

LESTER E. COX MEDICAL CENTER

Rehabilitation Services
3801 South National
Springfield, MO 65802
Telephone: (417) 885-6862

Provides in and out patient physical medicine and rehabilitation services.

LIBRARY SERVICES FOR THE DISABLED

176 Ellis Library
University of Missouri-Columbia
Columbia, MO 65212
Telephone: (314) 882-3394

As a part of the Ellis Library Information Services division the Center specializes in facilitating the use of resources available through the UMC Library system. Services are available to all handicapped students, staff, faculty and community members who are unable to utilize normal access routes. Equipment is available for in-house use.

LIFE SKILLS FOUNDATION

609 North and South
St. Louis, MO 63130
Telephone: (314) 863-3913

Creates opportunities and provides training for adults with developmental disabilities so that they can live, work, and socialize independently in the community.

LIGHTHOUSE FOR THE BLIND

10440 Trenton Avenue
St. Louis, MO 63132
Telephone: (314) 423-4333

Sheltered workshop serving vocational needs of adult blind in St. Louis and the metropolitan area.

LUTHERAN ASSOCIATION FOR SPECIAL EDUCATION

3558 South Jefferson
St. Louis, MO 63118
Telephone: (314) 268-1234

A Christian elementary education day program for developmentally disabled children. Instructional program consists of teaching compensatory, organizational, study and coping skills. Children are mainstreamed with their chronological peers in Lutheran elementary schools.

LUTHERAN FAMILY AND CHILDREN'S SERVICES OF SOUTHEAST MISSOURI

833 Broadway Street
Cape Girardeau, MO 63701
Telephone: (314) 334-5866

Counseling therapy for emotionally handicapped people and their families with education classes around family life concerns.

MALCOLM BLISS MENTAL HEALTH CENTER

5400 Arsenal
St. Louis, MO 63139
Telephone: (314) 644-7800

Psychiatric inpatient, outpatient, and day hospital services available to adults, and outpatient services to children. Provides education and consultation to community.

MANCHESTER RETARDED YOUTH CENTER, INC.

129 Woods Mill Road
Manchester, MO 63011
Telephone: (314) 391-0251

Day program for mentally retarded 16 years and older. Developmental and habilitation training.

MARK TWAIN AREA COUNSELING CENTER

917 Braodway
P. O. Box 708
Hannibal, MO 63401
Telephone: (314) 221-2120

Outpatient counseling, contract for psychiatric inpatient unit, day hospital, consultation/education, alcohol/drug abuse. State hospital screening and follow-up. Specialized services for children. 24 hour psychiatric emergency services. Serves counties of Macon, Knox, Marion, Scotland, Lewis, Clark, Adair, Shelby, and Schuyler.

MARK TWAIN AREA COUNSELING CENTER/KIRKSVILLE BRANCH

306 North Main
Kirksville, MO 63501
Telephone: (816) 665-4612

A branch of the Mark Twain Area Counseling Center. Outpatient counseling, consultation, education. State Hospital screening and follow-up.

MENORAH MEDICAL CENTER HEARING AND SPEECH DEPARTMENT

4949 Rockhill Road
Kansas City, MO 64110
Telephone: (816) 276-8225

Provides evaluation and therapy in the following areas: speech/language, hearing, remedial reading and psychological education. Assistive augmuntative communications device program and hearing aid dispensing are also offered.

METROPOLITAN EMPLOYMENT AND REHABILITATION SERVICES

Aftergut Center
1727 Locust Street
St. Louis, MO 63103
Telephone: (314) 241-3464

Lippman Center
2545 South Hanley
St. Louis, MO 63144
Telephone: (314) 647-7453

Provides evaluation, work adjustment, skill training and job placement services for people with disabilities. Supported employment for persons needing job coaching and long term follow up. Residential services, personal social adjustment training. Provides specialized services for deaf, blind, head injured, learning disabled and clients with develop mental disabilities.

MIDLAND EMPIRE ARTHRITIS CENTER

Heartland Hospital West
8th & Faron
P. O. Box 1262
St. Joseph, MO 64501
Telephone: (816) 364-4475

A service orriented organization dedicated to the education of patients, their families, health professionals and the general public about arthritis.

MID-MISSOURI MENTAL HEALTH CENTER

# 3 Hospital Drive
Columbia, MO 65201
Telephone: (314) 449-2511
A. E. Daniel, M.D., Superintendent

THE MIRIAM SCHOOL
(Sponsored by Miriam No. 17, U.O.T.S.)

524 Bismark Avenue
St. Louis, MO 63119
Telephone: (314) 968-5225

A non-profit day school for children with learning disabilities and/or behavior disorders, ages 4 to 12. Financial assistance available.

MISSOURI ASSOCIATION FOR THE DEAF APARTMENT ASSOCIATES

1001 Merklin Drive
Fulton, MO 65251
Telephone: (314) 642-0620 (Voice-TDD)
Toni R. Chiles, M.A.D.A.A.
Housing Manager

MISSOURI COMMISSION FOR THE DEAF

505 East Fifth Street
Fulton, MO 65251
Telephone: (314) 592-4030 (Voice or TDD)
FAX (314) 592-4032
Claude L. Stout
Executive Director

MISSOURI DENTAL ASSOCIATION

P. O. Box 1707
Jefferson City, MO 65102
Telephone: 1-800-688-1907

The Association maintains a statewide listing of all Missouri dentists who treat various types of disabilities (CP, Downs, etc.) and who take Medicaid, have wheelchair ramps, do hospital dentistry, etc. The list is available at no charge to any advocacy group. The Association will also take calls over its WATS line from patients, from social workers or physicians and provide referral to dentists in the area who have the necessary training in treating handicapped patients.

MISSOURI GOODWILL INDUSTRIES

4140 - 4200 Forest Park
St. Louis, MO 63108-2885
Telephone: (314) 371-6320

Provides vocational evaluation, work adjustment training, skills training and placement employment for people with disabilities.

MISSOURI KIDNEY PROGRAM

University of Missouri-Columbia
114 Lewis Hall
Columbia, MO 65211
Telephone: (314) 882-2506

With participating facilities throughout the area.

MISSOURI OPTOMETRIC ASSOCIATION

417 East High Street
Jefferson City, MO 65101
Herman Oligschlaeger, Executive Director
Telephone: (314) 635-6151

MISSOURI PARENT ACT (MPACT)

1722 W. South Glenstone, Suite 125
Springfield, MO 65804
Telephone: (417) 882-7434
Toll-free 1-800-666-7228

625 North Euclid, Suite 405
St. Louis, MO 63108
Telephone: (314) 361-1660
Toll-free: 1-800-284-6389

1115 East 65TH Street
Kansas City, MO 64131
Telephone: (816) 333-6833

MISSOURI PHYSICAL THERAPY ASSOCIATION

MA215 Health Science Center
Columbia, MO 65212
Telephone: (314) 882-2600

MISSOURI PROTECTION AND ADVOCACY SERVICES

Building B, Unit 1
925 South Country Club Drive
Jefferson City, MO 65109
Telephone: (314) 893-3333
Toll-free: 1-800-392-8667

2029 Woodland Parkway, Suite 106
St. Louis, MO 63146
Telephone: (314) 991-1190
Toll-free: 1-800-233-3958

3100 Main Street, Suite 305
Kansas City, MO 64111
Telephone: (816) 756-1001
Toll-free 1-800-233-3959

1. Assures respect for and compliance with the human and legal rights of persons with developmental disabilities;
2. Assists individuals who are eligible for services under the Vocational Rehabilitation Act and who are having problems accessing these services; and
3. Protects and advocates for the rights of individuals diagnosed with significant mental illnesses or emotional impairments who are or recently have been inpatients or residents of facilities rendering care or treatment.

MISSOURI REHABILITATION ASSOCIATION

P. O. Box 51
Jefferson City, MO 65102

MISSOURI REHABILITATION CENTER

Mt. Vernon, MO 65712
Telephone: (417) 466-3711
Donald C. Lamkins, Director

Missouri Rehabilitation Center's specifically designed Head Trauma Rehabilitation Program is a comprehensive program for the special needs of people who have suffered head injury. Major services offered are; comprehensive assessment which determines patient's programming needs; Physical rehabilitation; Cognitive rehabilitation; Daily living skills; Vocational adjustment; Educational adjustment; Homemaking skills; Behavioral management; Social skills training and Psychological therapy.

MISSOURI SPECIAL EDUCATION DISSEMINATION CENTER

University of Missouri-Columbia
401 East Stewart Road
Columbia, MO 65211
Telephone: (314) 882-3594

Disseminates information about educating handicapped children to special education teachers in Missouri.

MISSOURI SPECIAL OLYMPICS, INC.

1907 Williams Street
Jefferson City, MO 65109
Telephone: (314) 635-1660

MISSOURI STATE BOARD OF OPTOMETRY

P. O. Box 423
Jefferson City, MO 65102
Sharlene Rimiler, Executive Director
Telephone: (314) 751-0814

MISSOURI STATE CHIROPRACTOR'S ASSOCIATION

220 East Dunklin Street
Jefferson City, MO 65101
Telephone: (314) 636-2553

Provides neuromuscular health care, especially spinal related problems.

MONETT PHYSICAL THERAPY CLINIC, P.C.

811 Euclid
Monett, MO 65708
Telephone: (417) 235-6006
John R. Lowry, P.T.

General physical therapy practice with emphasis in orthopedic and neurological disorders including pediatric.

NATIONAL KIDNEY FOUNDATION OF EASTERN MISSOURI AND METRO EAST, INC

1139 Olivette Executive Parkway
Suite 101
St. Louis, MO 63132
Telephone: (314) 993-4363
Toll-free 1-800-727-0240

Services for renal patients include: Patient Emergency Assistance Fund; Discount Drug Bank Program; an excerise program for the patient with chronic renal disease; information and referral services; dialysis camp for pediatric dialysis patients; tutoring aids for young patients; patient education brochures; social activities; and pre-dialysis education program.

NEW HORIZIONS

1500 Ewing Drive
P. O. Box 1565
Sedalia, MO 65301
Telephone: (816) 827-2100

New Horizions offers a wide variety of residential options and related services. Various developmantal levels of group homes, semi-independent and independent apartment living, respit care, family training, and life skills training are all available.

NORTH CENTRAL MISSOURI MENTAL HEALTH CENTER

1601 East 28th Street
P. O. Box 30
Trenton, MO 64683
Telephone: (816) 359-4487
Mary Sue Fountain, Executive Director

NORTHEAST MISSOURI REGIONAL ARTHRITIS CENTER

Kirksville Osteopathic Medical Center
800 West Jefferson
Kirksville, MO 63501
Telephone: (816) 626-2049
Toll-free 1-800-428-3376
Doris Fountain, Contact Person

NORTHEAST MISSOURI STATE UNIVERSITY SPEECH AND HEARING CLINIC

161 Violette Hall
Kirksville, MO 63501
William D. McClelland, Program Director
Department of Communication Disorders
Telephone: (816) 785-4669

Diagnostic and therapy programs for all disorders of speech, language and hearing. Hearing aid evaluation, hearing evaluation, evaluation of speech and language and therapy programs for each of communicative disorders.

NORTHWEST MISSOURI CENTRAL LABOR COUNCIL COMMUNITY SERVICES COMMITTEE

1222 South 10th Street
St. Joseph, MO 64503
Rosalyn J. Wright, Chairperson
Louise Tanner, Associate
Ronald F. Sitzman, Associate
Telephone: (816) 364-1131
Toll-Free 1-800-442-1986

NORTHWEST MISSOURI REGIONAL ARTHRITIS CENTER

Heartland Hospital West
801 Faraon
St. Joseph, MO 64501
Telephone: (816) 271-7979
Wilma Gillespie, Contact Person

NOVA CENTER

12604 South Third
Grandview, MO 64030
Cary Williams, Director

OATS, INCORPORATED HOME OFFICE

100 East Texas
Columbia, MO 65202
Telephone: (314) 443-4516

Provides door-to-door transportation for rural general public persons age 60 plus and disabled persons. Nofares, but donations accepted. Ramp and lift-equipped vans available upon request. Recreational trips offered with cost paid by participants. Groups and organizations may purchase private service through contract.

OATS, INCORPORATED MID-MO AREA OFFICE

100 East Texas
Columbia, MO 65202
Telephone: (314) 449-3789

OATS, INC. AREA OFFICE

East Area Office
11132 South Towne Square
St. Louis, MO 63123
Telephone: (314) 894-8318

OATS, INC. AREA OFFICE

Midwest Area Office
P. O. Box 1567
1703 West Ninth
Sedalia, MO 65301
Telephone: (816) 827-2611

OATS, INC. AREA OFFICE

Northeast Area Office
401 West Elm
P. O. Box 613
Shelbina, MO 63468
Telephone: (314) 588-2103

OATS, INC. AREA OFFICE

Northwest Area Office
P. O. Box 459 F Station
St. Joseph, MO 64506
Telephone: (816) 279-3131

OATS, INC. AREA OFFICE

Southwest Area Office
1822 South Stewart
P. O. Box 4606 Glenstone Station
Springfield, MO 65808
Telephone: (417) 887-9272

OATS, INC. AREA OFFICE

Southwest Area Office (Joplin)
1710 East 32nd Street, Suite E
Joplin, MO 64804
Telephone: (417) 781-2517

OATS, INC. AREA OFFICE

West Area Office
P. O. Box 12023
8150 North Congress
Parkville, MO 64152
Telephone: (816) 587-7499

OATS, INC.

Franklin County Office
308 B East State Street
Union, MO 63084
Telephone: (314) 583-1630

OFFICE ON THE DISABLED

City Hall, Room 30
1200 Market Street
St. Louis, MO 63103
Deborah K. Phillips, Ph.D. Commissioner
Telephone: (314) 622-3686 (Voice)
(314) 622-3692 (TTY & Voice)
(314) 622-3696 (TDD Answering Service)

Provides current and reliable information on the following: vocational rehabilitation, legal rights, discrimination, employment, public/private agencies serving persons with disabilities, transportation, legislation, housing, recreation, accessibility, residential disabled parking, proper parking identification and other areas of interest to persons with disabilities. Also provide interpreting services for the deaf, readers for the blind or developmentally disabled, physical assistance to mobility impaired and Braille or taped materials for the blind or developmentally disabled.

OPEN OPTIONS

7110 Wyandotte, Suite C
Kansas City, MO 64114
Telephone: (816) 333-3650

Provides stable residential care for the mentally retarded adult to help him to progress socially and educationally.

OPERANT SYSTEMS

P. O. Box 378
Republic, MO 65738
Telephone: (417) 732-6661

Operant Systems Corp. provides residential alternatives and presheltered workshop training for the developmentally disabled. Currently Operant Systems operates residential alternatives in Ozark, Taney and Greene counties. Pre-sheltered workshop training is provided in Ozark county. Operant Systems contracts with the Department of Mental Health/Division of MR/DD to provide the services.

OPPORTUNITY CLEARINGHOUSE

4000 Laclede Avenue
St. Louis, MO 63108
Telephone: (314) 652-0360

A homebound employment program for the developmentally disabled adult whose disability prevents them from working outside of their home. Clients work at home at their own pace.

OUR LADY OF MERCY SPEECH AND HEARING CENTER

P. O. Box 6679
Kansas City, MO 64123
Telephone: (816) 231-0308

Speech reading services for hard of hearing and auditory services for language disabled.

OXFORD HEALTH CARE

3660 South National
Springfield, MO 65807
Telephone: (417) 883-7500

Provides different levels of home health care and attendant services.

OZANAM HOME FOR BOYS

421 East 137th Street
Kansas City, MO 64145
Telephone: (816) 942-5600

Psychiatric residential treatment center for emotionally disturbed boys between the ages of 12 and 18. Coed day treatment program for children between the ages of 12 and 17.

OZARK AREA CARE AND COUNSELING, INC.

1590 Imperial Center
West Plains, MO 65775
Telephone: (417) 256-3185
George Williams, ACSW
Executive Director

OZARK CENTER

2808 Picher Avenue
P. O. Box 2526
Joplin, MO 64803
Telephone: (417) 781-2410
Michael R. Cole, Ph.D., Executive Director

PARAQUAD, INC.

4475 Castelman
St. Louis, MO 63110
Telephone: (314) 776-4475
(314) 776-4415 TDD

Paraquad empowers people with disabilities to live as independent and productive members of society. By living independently, these individuals will have the same choices that other people have, thereby enhancing their quality of life. Paraquad is administered and staffed primarily by professionals who are themselves disabled. Hours 8:30 - 5:00 weekdays.

PARENTS ASSOCIATION FOR TOUCHING THE HANDICAPPED (P.A.T.H., INC.)

719 Maple Street
P. O. Box 671
Farmington, MO 63640-0671
Telephone: (314) 756-7554

A Habilitative Training Center for adults with mental or physical handicaps.

PARENTS REACHING OUT

2402 Highland Drive
Columbia, MO 65203
Telephone: (314) 446-1457
Lynna Rice or
(314) 474-2525
Susan Remelius

A support group for parents of developmentally delayed children with chronic illness. Meeting time: 3rd week retating night of each month at 7:00 p.m. Babysitting provided during meeting.

PARTNERSHIP ON DISABILITY, INC.

107 North Park Place
Cuba, MO 65453
Modie H. Thurmond
Telephone: (314) 885-3679

Providing wheelchair lift equipped transportation for Crawford County, Missouri.

PEOPLE FIRST

2220 Holmes, Room 351
Kansas City, MO 64108-2676
Telephone: (816) 276-1770

A mutual support and self-advocacy group for adults with developmental disabilities. The group also acts as an information clearinghouse.

PILOT PARENT PROGRAM

P. O. Box 10984
Springfield, MO 65808
Telephone: (417) 883-2593
Paula Nevatt

The Pilot Parent Program is a program for parents of handicapped children who help parents who have recently learned that their child has mental retardation, cerebral palsy, epilespy, autism, or other handicapping conditions. Pilot Parents offer the following: emotionsl support, and information on developmental disabilities; information on medical services, educational programs and supportive agencies; and a resource list of respite care and preschool providers for MR/DD individuals.

PLACES FOR PEOPLE

4120 Lindell Boulevard
St. Louis, MO 63108
Telephone: (314) 535-7463
Francie Broderick, Director

PRODUCTIVE LIVING BOARD FOR ST LOUIS COUNTY CITIZENS WITH DEVELOPMENTAL DISABILITIES

121 Hunter Avenue, Suite 200
Clayton, MO 63124
Telephone: (314) 726-6016
(314) 726-1910 TTY
(314) 726-1907 Fax #

PROFESSIONAL SPEECH/LANGUAGE SERVICE OF THE OZARKS

158 North Adams, Suite 16
Lebanon, MO 65536
Telephone: (417) 588-4275

Provides speech and language evaluations and therapies in Laclede County.

PROGRESSIVE BOARD FOR THE DEVELOPMENTALLY DISABLED OF BUCHANAN COUNTY

1302 Dewey Avenue
St. Joseph, MO 64501
Telephone: (816) 364-3827

A not-for-profit, county governmental subdivision (SB 40 Board) which provides an array of services for people with developmental disabilities in the areas of residential living, vocational training and employment, family support, education, and recreation.

PROJECT ACCESS

Southwest Missouri State University
211 Alied Health Building
609 Cherry
Springfield, MO 65804
Telephone: (417) 836-4193

Project ACCESS is a cooperative effort between the Missouri Department of Elementary and Secondary Education and Southwest Missouri State University. ACCESS provides support and technical assistance to school districts with autistic students. Staffed with a program specialist in autism and two resource specialists, ACCESS offers three main types of services - consultation, training, and materials loan to Missouri public schools.

PROJECT, INC.

6301 Manchester
St. Louis, MO 63139
Telephone: (314) 647-3300

Project, Inc. offers vocational evaluation and work adjustment to mentally retarded individuals from 16 years up. Project Workshop, Inc. offers sheltered employment until competitive employment is feasible to the same group.

PROJECT, J.E.S.S.

3654 South Grand, Suite 214
St. Louis, MO 63118
Telephone: (314) 772-5377
(314) 772-JESS

Work Experience/Job Placement program for participants with developmental disabilities 18 years of age or older. Places participants in competitive employment positions.

PSYCHOLOGICAL CLINIC

Room 100, McAlister Hall
University of Missouri
Columbia, MO 65211
Telephone: (314) 882-4583 or
(314) 882-4677

Diagnostic and psychological assessment, individual, group and family therapy, and consultation with schools, clinics, and other service agencies.

RAINBOW ACTIVITY CENTER

219 North Christina
Union, MO 63084
Telephone: (314) 583-4235
Sue Jones, Administrator

Provides developmental/habilitative training, education, socialization, prevocational training, and recreation for mentally reatrded and developmentally disabled adults 21 and over in the Franklin County area.

RANKEN JORDAN CHILDREN'S REHABILITATION CENTER

10621 Ladue Road
St. Louis, MO 63141
Telephone: (314) 993-1207

Provides short term skilled nursing and rehabilitation for children ages 2 weeks through 16 years. Nursing, O.T., P.T., R.T., Speech, Social Services and Psychological Services provided. Outpatient Therapy also available.

REGIONAL ARTHRITIS CENTER GREATER ST. LOUIS AREA

Washington University
Division of Rheumatology
P. O. Box 8045
660 South Euclid
St. Louis, MO 63110
Telephone: (314) 362-7484
Kathleen Haralson, Contact Person

St. Louis University
School of Medicine
1402 South Grand Blvd.
St. Louis, MO 63104
Telephone: (314) 577-8467
Terry Moore, M.D., Contact Person

THE REHABILITATION INSTITUTE

3011 Baltimore
Kansas City, MO 64108
John H. Parker, Executive Director
Telephone: (816) 756-2250

A comprehensive rehabilitation center for both children and adults offering physical, occupational and speech therapy; psycho-social and vocational services; adjustment services for the visually disabled.

REHABILITATION SERVICES FOR THE DEAF

Division of Vocational Rehabilitation
Premier Building- Room 106
9378 Olive Boulevard
St. Louis, MO 63132
Telephone: (314) 991-4330 (TTY or Voice)

RESEARCH MENTAL HEALTH SERVICES

Administration Office
11131 Colorado
Kansas City, MO 64137
Telephone: (816) 765-9440
Shirley Fearon, Executive Director

RITE (REAL INDEPENDENCE THROUGH EMPLOYMENT)

3137 South Jefferson
St. Louis, MO 63118
Telephone: (314) 776-9252

Works to stimulate employment of the blind. Provides social and recreational services for the blind, education in the areas of personal management, accessibility of community resources, etc.

ROLLA CEREBRAL PALSY SCHOOL

1815 Forum Drive
Rolla, MO 65401
Telephone: (314) 364-7444
Ken Middleton, Director

Provides training toward maximum development of each student in the areas of self-help, social interaction, physical function, leisure time activities, and communication skills. The school also provides activities that will develop economic usefulness in the participant.

R P FOUNDATION FIGHTING BLINDNESS

Greater St. Louis Chapter
833 Charles Gate Drive
St. Louis, MO 63132
Susan Kneznekoff, President
Telephone: (314) 997-4625

SAINT FRANCIS MEDICAL CENTER

211 Saint Francis Drive
Cape Girardeau, MO 63701
Telephone: (314) 339-6175

The Rehabilitation Department has a 16 bed Medicare DRG exempt unit, a 20 bed neurosurgery unit, a 37 bed orthopedic unit, a 16 bed skilled nursing facility. Other services available include Cardiac/Pulmonary Rehab, Occupational Therapy, Physical Therapy, Speech and Hearing, and a Work Hardening Program. Rehabilitation outpatient clinics consist of Muscular Dystrophy Clinic and Genetics outreach.

SAINT LUKE'S HOSPITAL DEPARTMENT OF COMMUNICATION DISORDERS

4400 Wornall
Kansas City, MO 64111
Telephone: (816) 932-3262

Serves adults and children with any communication disorders. Provides diagnosis and treatment for speech and hearing problems. Offers pre-school treatment programs for children with delayed speech and language or other handicapps. Hearing evaluations, and hearing aid fitting available. Parent Infant Program offers home and center based treatment for disabled or at-risk neonates.

SERVICE CLUB FOR THE BLIND, INC.

4312 Olive Street
St. Louis, MO 63108
Telephone: (314) 533-6716

Provides education and recreation for the blind. Provides home employment, help for the sick, aged and needy blind. Assistance provided to needy blind children and children with blind parents. Emergency relief, food, clothing.

SERVICES TO THE BLIND

The Auditorium
P. O. Box 1059
Independence, MO 64051
Telephone: (816) 833-1000 Ext. 460

A not-for-profit organization sponsored by the Reorganized Church of Jesus Christ of Latter Day Saints, providing materials for the blind, visually impaired and physically handicapped in three media - braille, cassette and large print. Volunteer transcribers, recorders, proofreaders and typists are available.

SERVICES FOR INDEPENDENT LIVING, INC.

1301 Vandiver Drive, Suite Q
Columbia, MO 65202
Telephone: (314) 874-1646
(314) 874-4121 (Voice or TDD)
Lee Henson, Executive Director

SEYMOUR TRAINING CENTER

Room 2, Box 169-1
Seymour, MO 65746
Telephone: (417) 935-4808

Provides training in the areas of development of independent living skills, socialization skills, self-help skills, ambulation skills, and behavior management skills.

SHERWOOD CENTER FOR THE EXCEPTIONAL CHILD

7938 Chestnut
Kansas City, MO 64132
Telephone: (816) 363-4606
Deborah Wood, Executive Director

SHRINERS HOSPITAL FOR CRIPPLED CHILDREN

2001 South Lindbergh Boulevard
St. Louis, MO 63131-3597
Telephone: (314) 432-3600

Hospital for children up to age 18 with orthopedic conditions amendable to improvement or correction. Application process required. All care is provided free of charge.

SKILLED CARE SERVICE

1501 East Pythian
Springfield, MO 65802
Telephone: (417) 864-7887

Provides direct care to developmentally disabled individuals of all ages before/after work/school, some full day care, and one evening/month care. The program also coordinates existing respite care providers to meet the need of parents needing the service.

SOUTHEAST MISSOURI REGIONAL ARTHRITIS CENTER

St. Francis Medical Center
211 St. Francis Drive
Cape Girardeau, MO 63701
Telephone: (314) 339-6175
Pauline Elliott, Contact Person

SOUTHEAST MISSOURI STATE UNIVERSITY DEPARTMENT OF COMMUNICATION DISORDERS

One University Plaza
Cape Girardeau, MO 63701
Telephone: (314) 651-2155

SOUTHEAST OZARK MENTAL HEALTH CENTER

209 South Main Street
Poplar Bluff, MO 63901
Telephone: (314) 686-1123
Dora Cole, Executive Director

SOUTHWEST CENTER FOR INDEPENDENT LIVING

1856E East Cinderella
Springfield, MO 65804
Telephone: (417) 886-1188 (Voice/TDD)
Ann Morris, Director

SOUTHWEST MISSOURI STATE UNIVERSITY SPEECH, LANGUAGE AND HEARING CLINIC

901 South National
Springfield, MO 65804
Telephone: (417) 836-5275

Diagnostic, remedial, and counseling services done by faculty and supervised students majoring in communications disorders.

SOUTHWEST AUDIOLOGICAL SERVICES, INC.

3401 McIntosh Circle
Joplin, MO 64804
Telephone: (417) 781-2040

Provides diagnostic and rehabilitation services for hearing impaired adults and children.

THE SPECIAL LEARNING CENTER

1028 East High Street
Jefferson City, MO 65101
Telephone: (314) 624-3070

The preschool offers a full range of services for the child with disabilities, infant through school age. The center operates 2 sessions a day, four or five days a week, (8:30 to 11:30 or 12:30 to 3:30), during the regular school year. A shortened summer session is planned at the choice of parents. Emphasis is on self-help skills, language development, fine and gross motor skills, social and emotional development. Speech, physical, and occupational therapy are provided depending on individual needs. The Special Learning Center is operated by the Capital City Area Council for Special Services.

SPECIAL RECREATION COUNCIL

7751 Carondelet, Suite 402
Clayton, MO 63105
Telephone: (314) 726-6044

The Special Recreation Council of Greater St. Louis is a non-profit organization representing a recreation cooperative. The Council plans, coordinates and advocates for the development, expansion and implementation of leisure services for citizens with disabilities in the St. Louis area. The Council disseminates information about existing leisure services and offers a forum for networking between agencies.

SPEECH-LANGUAGE SERVICES, INC.

3823 South Campbell
Springfield, MO 65807
Telephone: (417) 882-7284

Provides speech and language evaluations and therapies.

SPEECH AND HEARING CENTER NORTH
COX MEDICAL CENTERS

1423 North Jefferson
Springfield, MO 65802
Telephone: (417) 836-3766

Provides evaluations and therapy for speech, language, and hearing impairments for the pediatric through geriatric populations. Services provided by professionally trained staff.

SPEECH AND HEARING CLINIC
UNIVERSITY OF MISSOURI

Room 303 Lewis Hall
Columbia, MO 65211
Telephone: (314) 882-3873

Evaluate and treat disorders of speech, language and hearing in children and adults.

SPELMAN MEMORIAL HOSPITAL

Rehabilitation Center
601 South 169 Highway
Smithville, MO 64089
Telephone: (816) 532-3700 Ext. 165

Physician specialists and professionals in occupational therapy, physical therapy, speech pathology and audiology available for diagnostic and therapy services.

ST. JOHN'S REGIONAL ARTHRITIS CENTER

St. John's Regional Health Center
1235 East Cherokee
Springfield, MO 65804
Telephone: (417) 885-3665
Toll-free 1-800-835-5197
Rebekah Wood, Contact Person

ST. JOSEPH INSTITUTE FOR THE DEAF

1483 82nd Boulevard
St. Louis, MO 63132
John M. Christenson, Ph.D., Executive Director
Telephone: (314) 993-1507

Auditory/oral nursery through eigth grade program for hearing impaired children. Parent Infant Center for children birth - 3 1/2 years of age. Parent counseling.

ST. JOSEPH VOCATIONAL CENTER

5341 Emerson Avenue
St. Louis, MO 63120
Telephone: (314) 261-8600

Secondary school program providing functional academics, pre-vocational and work adjustment training for MR/DD students with serious learning problems who cannot cope with the regular secondary school curriculum.

ST. LOUIS ASSOCIATION FOR RETARDED CITIZENS

1816 Lackland Hill Parkway
Suite 200
St. Louis, MO 63146
Ted E. Grazman, President
Telephone: (314) 569-2211

Direct services provided for mentally retarded children and adults including parent/infant training, preschool, and adult activity programs, respite care, camping and recreation, residential services, and parent and community education.

ST. LOUIS CHILDREN'S HOSPITAL DEPARTMENT OF PEDIATRICS

400 South Kingshighway
St. Louis, MO 63110
Telephone: (314) 454-6000
Dr. Barbara Cole

ST. LOUIS HEARING - SPEECH CENTER

9526 Manchester Road
St. Louis, MO 63119
Telephone: (314) 968-4710

Hearing, speech and language services for all ages. Professional hearing and speech evaluations, hearing aids, hearing aid loans, lipreading, sign language, speech therapy, accent reduction, assistive devices. Mobile Unit hearing/vision testing; industrial audiometric/noise consultation, hearing education programs. Social activities. All services by appointment. Fee schedule available. Approved by Medicare, Medicaid, Division of Vocational Rehabilitation and Division of Mental Health. United Way Agency. Hours: Monday - Thursday 9 a.m. to 7 p.m., Friday 9 a.m. to 5 p.m.

ST. LOUIS HILLS LEARNING CENTER

4655 Hampton Avenue
St. Louis, MO 63109
Jane Mitchellette-Hanneken, M.A., Executive Director
Telephone: (314) 832-0289

Provides educational services for students ages 4 through adulthood who have learning disabilities, behavior and/or attention deficit disorders. Services include: Tutoring, psychological and academic testing, counseling (individual and group) speech and language, fine/gross motor skills. Consulting also available.

ST. LOUIS METRO ROUND TABLE REPRESENTATIVES ON DEAFNESS, INC.

P. O. Box 220052
St. Louis, MO 63122

Serves to coordinate the activities of 44 organizations united to better serve the deaf community in the Metro St. Louis area; provides educational, social and vocational services for the hearing impaired; and informs the hearing community of the problems and needs of the hearing impaired.

ST. LOUIS SOCIETY FOR THE BLIND AND VISUALLY IMPAIRED

7945 Big Bend Boulevard
Webster Groves, MO 63119
Marion Peck, Executive Director
Telephone: (314) 968-9000

Provides personal adjustment to blindness counseling, family and group counseling, training in independent daily living, Braille and long cane skills and assistance in recreational pursuts for older newly visually impaired individuals. Conducts vision and glaucoma screenings for schools, community groups and business. Low vision clinic evaluates and prescribes magnifying aids. Speakers bureau promotes eye safety, understanding and correct attitudes about blind people and employment including films. Provides eyeglasses and prostheses for indigent unable to qualify elsewhere. Telephone referral services. Offers in house workshops to hospitals, nursing homes, etc. Uses volunteers.

ST. LOUIS UNIVERSITY MEDICAL CENTER DIVISION OF BEHAVIOR MEDICINE

1221 South Grand Boulevard
St. Louis, MO 63104
Telephone: (314) 577-8708

Providing several programs that provide services to the handicapped. Among these are: Pain Management Program, a 7-bed inpatient which offers multimodel treatment aimed at the management of chronic pain which has not responded to traditional medical or surgical treatment; Biobehavioral Treatment Center, providing behavioral therapies for patients whose physical symptoms are affected by psychological factors; Behavior Treatment Unit (BTU), a 10-bed, specialized psychiatric inpatient service designed to evaluate and treat a variety of disorders, such as anxiety disorders, depression, severe adjustment reactions and stress-related syndromes and eating disorders. Other services offered include Anxiety Disorders Center for the treatment of severe or persistent phobias and fears; Brief Psychotherapy Program for family, marital and individual psychotherapy; Eating Disorders Program for the treatment of anorexia nervosa, bulimia nervosa, and high risk obesity. Sleep Disorders Center; and Neuropsychology Laboratory offering neuropsychological evaluation and related consultation.

ST. LOUIS UNIVERSITY MEDICAL CENTER DAVID P. WOHL MEMORIAL INSTITUTE

1221 South Grand Boulevard
St. Louis, MO 63104
Telephone: (314) 577-8720

Inpatient and outpatient psychiatric services.

ST. LOUIS UNIVERSITY PSYCHOLOGY CLINIC

221 North Grand
St. Louis, MO 63103
Telephone: (314) 658-2278

Psychological services provided.

ST. LUKE'S REGIONAL ARTHRITIS CENTER

St. Luke's Hospital - Outpatient Building
4400 Wornall Road
Kansas City, MO 64111
Telephone: (816) 932-2351
Sonia Rosario, Contact Person

ST. MARY'S SPECIAL SCHOOL FOR EXCEPTIONAL CHILDREN

5341 Emerson Avenue
St. Louis, MO 63120
Telephone: (314) 261-8533

Provides special education programs and residential facilities through the school year for students ages 5-21, mentally handicapped or with serious learning disabilities that preclude attendance at regular schools.

STILL REGIONAL MEDICAL CENTER

1125 Madison Street
Jefferson City, MO 65101
Telephone: (314) 635-7141

Services the developmentally disabled through acute care; skilled nursing facilities; home health rehabilitation unit; physical medicine and rehabilitation department with comprehensive services; and behavioral health unit serving psychiatric and chemically dependent patients.

SUNSHINE CENTER SCHOOL

811 West 23rd Street
Independence, MO 64055
Telephone: (816) 833-2088

Serves children ages birth to 16 years who are mentally retarded, severely multiple handicapped, autistic/ emotionally disturbed, deaf/hearing impaired, speech impaired, non-verbal. Services include parent-infant program, (home/center based) occupational therapy, speech therapy, art therapy, adaptive PE, music therapy, food service program, transportation program, day care, respite care, summer swimming program.

SUPPORT DOGS FOR THE HANDICAPPED

301 Sovereign Court
Suite 113
St. Louis, MO 63011
Telephone: (314) 394-6163

Support dogs are specially selected and trained service dogs, prematched to meet the individual needs of each client. Our purpose is to facilitate independence, improve the quality of life, provide companionship, while promoting a sense of compentence and well-being. Support Dogs, Inc. provides these dogs free to persons with disabilities.

SWOPE PARKWAY HEALTH CENTER

4900 Swope Parkway
Kansas City, MO 64130
Telephone: (816) 923-5800

Provides dental, mental health, optometric, social services and counseling for the handicapped, as well as, traditional medical programs. A Mobil Health Care Van also visits community sites providing health services to homeless persons.

TALKING TAPES FOR THE BLIND

3015 South Brentwood
St. Louis, MO 63144-2715
Telephone: (314) 968-2557

Record on cassette, textbooks, and other printed materials not available elsewhere for students who are blind, visually impaired or have a learning disability. Library of Taped Books circulates to nonstudents who can no longer see to hold a book or read the printed word. Hours 8:30 to 4:30 weekdays.

TANEY COUNTY DEVELOPMENTAL CENTER

P. O. Box 591
Branson, MO 65616
Bob Barnard

Provides training in the areas of development of independent living skills, socilization skills, self-help skills, ambulation skills, and behavior management skills.

TELECOMMUNICATORS OF ST. LOUIS

1895 San Lucas Ln.
Fenton, MO 63026
William B. Sheldon, President
Telephone: (314) 946-2042 TTY

To promote better communication among the hearing impaired, and to repair TTY's (Model 15, 19 and 28 only).

THERAPY FOR KIDS

1301 Vandiver, Suite Y
Columbia, MO 65202
Telephone: (314) 442-5437
Dennis R. Noie, Director

Comprehensive assessment and treatment services for children in physical therapy, occupational therapy, speech pathology.

TRI-LAKES DEVELOPMENTAL PRESCHOOL

P. O. Box 1904
Branson, MO 65616
Waunetta Howard
Telephone: (417) 335-5157

TRUMAN MEDICAL CENTER-EAST
SPEECH AND HEARING DEPARTMENT

Little Blue and Lee's Summit Road
Kansas City, MO 64139
Telephone: (816) 373-4415

Diagnostic audiological assessment, hearing aid evaluation and selection, rehabilitation, counseling, hearing aid orientation and hearing screening. Speech, language and/or voice evaluations, therapy and rehabilitation, family counseling, and home programs when appropriate. Services available for children and adults.

TRUMAN MEDICAL CENTER-WEST
SPEECH AND HEARING DEPARTMENT

2301 Holmes
Kansas City, MO 64108
Hearing Department
Telephone: (816) 556-3198
Speech Department
Telephone: (816) 556-3487

Diagnostic audiological assessment, hearing aid evaluation and selection, rehabilitation, counseling, hearing aid orientation and hearing screening. Speech, language and/or voice evaluations, therapy and rehabilitation. Services available for adults.

UNITED CEREBRAL PALSY OF
BUCHANAN COUNTY

1025 North 22nd Street
St. Joseph, MO 64506
Telephone: (816) 364-3836
Barbara Wilkerson

The Children's Development Center serves children between the ages of one month and sixteen years of age, that are determined to be developmentally delayed, resulting in physical, intellectual or emotional disabilities. Individual programs including developmental training, speech therapy, occupational therapy, physical therapy and client advocacy services, are provided enabling children to reach their higest potential and level of independence. Developmental Adjustment Training for Adults (DATA) Program provides prevocational training to developmentally disabled adults; teaches appropriate social skills; and provides job placement in sheltered, supported or competitive employment. The goals of the DATA Training Program are to provide a range of realistic community-related work environments in which mentally retarded adults can learn work-related skills. Supported employment is available through housekeeping at a local motel. The Adult Social Activities Program serves multiple-handicapped adults functioning in the severe-to-profound range of mental retardation and aged individuals in the mid-to-moderate range of mental retardation. The program consists of group physical excerise, community awareness, individualized craft activities, and audiovisual activities. The agency is CARF accredited for its programs.

UNITED WAY OF THE OZARKS
FIRST CALL FOR HELP

777 East Battlefield
Suite 101-B
Springfield, MO 65807
Telephone: (417) 886-5509

UNIVERSITY HOSPITAL AND CLINICS
DEPARTMENT OF CHILD HEALTH

One Hospital Drive
Columbia, MO 65212
Telephone: (314) 882-4932

Services include: Birth Defect Center, Cerebral Palsy Center, Cystic Fibrosis Center, Muscular Dystrophy Center, General Pediatric Clinic, Child Abuse Service, Pediatric Rheumatology Service, Genetics Clinic, Prenatal Diagnosis, Epilespy Clinic, Neurology Clinic, Child Development Clinic, Cardiology Clinic, Allergy Pulmonary, Diabetes-Endoconology, Gastroenterology, Hematology-Oncology, Infectious Disease Service.

UNIVERSITY OF MISSOURI KANSAS CITY

Miller Nichols Library
5100 Rockhill Road
Kansas City, MO 64110
Telephone: (816) 276-1675

Library services, including access to recorded books and special equipment (recorders, enlargers, Braille and talking calculators, Kurzwell Reading Machine, and other aids). Please call in advance for appointments.

UNIVERSITY OF MISSOURI-ST. LOUIS
THOMAS JEFFERSON LIBRARY

Disabled Students Resource Center
8001 Natural Bridge Road
Room 312 Thomas Jefferson Library
St. Louis, MO 63121
Telephone: (314) 553-5060

The Disabled Student Resource Center (DSRC) houses various items of adaptive equipment to accommodate disabled students. The adaptive equipment is available for students to use for exams, studying, tutorial purposes or completing computer course assignments. A computer with a voice synthesizer is available for students with visual impairments or learning disabilities to use in completing assignments and doing research. A computer with enlarged print and graphics is available for students with visual impairments. Also available is a copier with enlarging capability for students with visual impairments and visual perception problems. Other adaptive equipment includes talking calculators, Brailling equipment, a Braille typewriter, several magnification devices (including a VTECO, an IBM Wheelwriter 10 typewriter, a Braille calculator, and a Sony transcriber.

UNLIMITED RESOURCES

9408 Ballentine
Overland Park, KS 66214
Barbara S. Parr, President

Provides a practical working plan for

the homebound person with a progressive disabling illness. Provides service in all areas including location of physical, inhalation and rehabilitation therapy sources, locating special transportationfacilities, sources for hygenic and prescribed medication supplies and questions concerning insurance, among other services provided.

UPJOHN HEALTHCARE SERVICES, INC.

1034 South Brentwood, Suite 740
St. Louis, MO 63117
Telephone: (314) 721-3311
Ruth Miller, Coordinator

Provide Physical Therapy, Occupational Therapy, Speech Therapy, Medical Social Services, Nutrition, Homemaker Services, Nutritional Guidance, Social Services, Psychiatry, Psychology, Skilled Nursing, Home Health Aids, Enterostomel Therapy, and Hospice Care.

UPJOHN HEALTHCARE SERVICES

800 West 47th Street, # 230
Kansas City, MO 64112
Telephone: (816) 753-8811
Sandy Fichtner, Administrator

UPJOHN HEALTHCARE SERVICE

2103 Broadway
Hannibal, MO 63401
Telephone: (314) 221-2111
Pat Buffington, Administrator

URBANA DEVELOPMENTAL TRAINING CENTER

P. O. Box 206
Preston, MO 65732
Telephone: (417) 993-4938

Provides training in the areas of development of indepedent living skills, socilization skills, self-help skills, ambulation skills, and behavior management skills.

VISITING NURSE ASSOCIATION OF CENTRAL MISSOURI, INC.

800 North Providence Road, Suite 5
Columbia, MO 65203-4393
Telephone: (314) 449-0005
Lydia R. Coad, Executive Director

Provide health care and other support services in patient's home. Services provided include; Skilled Nursing, Physical Therapy, Occupational Therapy, Speech Therapy, Home Health Aides, Homemaker Aides.

VISITING NURSE ASSOCIATION COMPREHENSIVE SERVICES, INC.

531 B South Union
Springfield, MO 65802
Telephone: (417) 866-6670

Private duty, long term health care in the home. Services available include professional nursing, (R,N.'s and L.P.N.'s), home health aide/homemaker, live-in companions, sitters. and Hospice. Care available 24 hours.

VISITING NURSE ASSOCIATION OF GREATER KANSAS CITY

527 West 39th
Kansas City, MO 64111
Telephone: (816) 531-1200

A medicare certified home health agency providing services under medical direction of a patient's physician. Skilled nursing, rehabilitation services, nutritionist, social service, home health aid, hospice, mental health services, intravenous therapy, enterostonal therapy, pulmonary care and pediatrics are provided to residents of Jackson, Clay, Ray, Platte, and Cass Counties in Missouri and Wyandotte and Johnson Counties in Kansas. Health promotion programs directed to persons at senior citizen congregate meal sites, senior citizen complexes and clubs, and churches. The goal of the health promotion program is to improve overall health through early detection, preventive health, health promotion and counseling. Rehabilitation services, covering physical, occupational, and speech therapies, include evaluation, consultation and treatment in private homes and at appropriate sites; a wide range of ages and conditions are treated. A variety of physical therapy modalities are also available when indicated for patient treatment. Private duty care is available through Visiting Nurse Home Care Services. Private duty services include: registered nurses, licensed practical nurses, certified nurses aides, homemaker bath aide and nanny service. Visiting nurse infusion therapy provides intravenous solutions, pharmacy and mixing for intravenious patients. Hospice care of the VNA provides respite care to the terminally ill.

VISITING NURSE ASSOCIATION OF GREATER ST LOUIS

1129 Mackland Avenue
St. Louis, MO 63110
Telephone: (314) 533-9680
Toll-free 1-800-392-4740

Serving clients in St. Louis City, St. Louis, Jefferson City and St. Charles Counties in Missouri and Madison and St. Clair Counties in Illinois. Services include physical, occupational and speech therapies, skilled nursing, medical social services, nutrition, home health aids, private duty, case management, and hospice services. All services provided in the patient's home. Nurse specialists include: pediatrics, enterostomal therapy, pulmonary, medical-surgical and mental health.

VISITING NURSE HOME HEALTH CARE SERVICES

3908 Washington
Kansas City, MO 64111
Telephone: (816) 531-7100

VISUALLY IMPAIRED PRESCHOOL OF SOUTHWEST MISSOURI, INC.

P. O. Box 4581 GS
Springfield, MO 65808
Telephone: (417) 882-9272

VOLUNTARY ACTION CENTER

200 Strollway Center
111 South 9th Street
Columbia, MO 65201
Melanie Morgan, Director
Telephone: (314) 874-2273

WASHINGTON COUNTY HANDICAPPED SERVICES

1314 North Missouri
Potosi, MO 63664
Telephone: (314) 438-2864
Pam Dudley, Administrator

Provide developmental/habilitative training, education, socialization, prevocational training, and recreation for mentally retarded and developmentally disabled adults 21 and over in the Washington County area.

WASHINGTON UNIVERSITY SCHOOL OF MEDICINE

Department of Oto., Division of Audiology
805 McMillian Building
517 South Euclid
St. Louis, MO 63110
Telephone: (314) 362-7489 (Voice or TTY)

Measurement of hearing and hearing aid dispensing for adults. Rehabilitation services for adults, including Cochlear Implant Program for the profoundly hearing impaired.

WEST CENTRAL MISSOURI MENTAL HEALTH CENTER

520-C Burkarth Road
Warrensburg, MO 64093
Telephone: (816) 747-7127
Joseph Cairns, ACSW, Director

WESTERN MISSOURI MENTAL HEALTH CENTER

600 East 22nd Street
Kansas City, MO 64108
Telephone: (816) 471-3000

Offers wide range of mental health services for children, adolescents and adults, including short and intermediate term inpatient hospitalization, partial hospitalization, outpatient and after-care services. Emergency services available 24 hours a day; outpatient drug program. Also offers a Community Support Program; diagnostic evaluation services and consultation and education to community agencies and organizations.

WEST PLAINS HEALTH CARE CENTER

211 Davis Drive
P. O. Box 497
West Plains, MO 65775
Telephone: (417) 256-0789

Provides physical therapy, physical therapy, and evaluation.

THE WHOLE PERSON

6301 Rock Hill Road, Suite 305 E
Kansas City, MO 64131
Deborah D. Herr
Executive Director
Telephone: (816) 361-0304
(816) 361-7749 (TTY)

WOLFNER LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED

P. O. Box 387
2002 Missouri Boulevard
Jefferson City, MO 65102
Telephone: (314) 751-8720
Toll-Free 1-800-392-2614

Offers full length books and magazines in Braille and on recorded disc and cassette as well as playback equipment in the form of cassette machines and talking book machines to all eligible Missouri citizens free-of-charge. Functions as the states regional library for the blind and physically handicapped and is part of the National Library Service Network. The Wolfner Library is administered by the Missouri State Library under the Coordinating Board for Higher Education. There is also an active statewide "Friends of the Wolfner Library" organization.

WOODHAVEN LEARNING CENTER

P. O. Box 1796
Columbia, MO 65205
Betty McMillan, Executive Director
Telephone: (314) 875-7301

WOODLAND HILLS

1703 Tiffany Place
St. Joseph, MO 64505
Telephone: (816) 276-6926

ICF/MR certified residential group home for severe to moderate impaired developmentally disabled individuals needing assistance in daily living skills.

WYANDOT MENTAL HEALTH CENTER, INC.

36th at Eaton
Kansas City, KS 66103
Telephone: (913) 831-9500

Provides a staff of mental health specialists who offer the following services: 1) diagnosis and treatment 2) consultation and training.

STATE AGENCIES

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

P. O. Box 480
205 Jefferson Street
Jefferson City, MO 65102
Dr. Robert E. Bartman, Commissioner
Telephone: (314) 751-4212

DIVISION OF VOCATIONAL REHABILITATION

2401 East McCarty
Jefferson City, MO 65101
Dr. Donald Gann, Assistant Commissioner
Telephone: (314) 751-3251

RESOURCE DEVELOPMENT SPECIALISTS

3640 South Noland Road
Independence, MO 64055
Ron Whiting
Telephone: (816) 254-2133

1211 Locust, Suite 350
St. Louis, MO 63103
Jerre Holloway
Telephone: (314) 231-2340

OFFICES LOCATED IN:

1923 North Kingshighway
P. O. Box 1087
Cape Girardeau, MO 63702
Joe Anders, District Supervisor
Telephone: (314) 339-5788

303A South Washington
Chillicothe, MO 64601
Jerry Fowler, District Supervisor
Telephone: (816) 646-1542

800 Progress Drive
P. O. Box 230
Farmington, MO 63640
Danny Alcorn, District Supervisor
Telephone: (314) 756-5727

Fulton State Hospital
Auxiliary Services Building
East Fifth Street
Fulton, MO 65251
Charles Bland, District Supervisor
Telephone: (314) 592-2345

# 7 Melgrove lane
Hannibal, MO 63401
Curtis Day, District Supervisor
Telephone: (314) 221-3362

3640 South Noland Road, Suite 240
Independence, MO 64055
Gary Enyard, District Supervisor
Telephone: (816) 254-2750

207 Metro Drive
Jefferson City, MO 65109
Dewayne Huffine, District Supervisor
Telephone: (314) 751-2343

1609 East 20th
Joplin, MO 64804
Anthony Logan, District Supervisor
Telephone: (417) 625-3067

KC State Office Building
615 East 13th Street
Room G-3
Kansas City, MO 64106
Fred Taylor, District Supervisor
Telephone: (816) 472-2581
(816) 472-2582
(816) 472-2583
(816) 472-2584
(816) 472-2585

1734 E. 63rd Street, Suite 201
Kansas City, MO 64110
Donald Livasy, District Supervisor
Telephone: (816) 363-5818

2700 Rockcreek Parkway, Suite 108
North Kansas City, MO 64117
Robert Lanigan, District Supervisor
Telephone: (816) 842-6422

304 South Franklin, Suite 100
Kirksville, MO 63501
Ellen Turgeon, Supervisor
Telephone: (816) 783-2550
(816) 783-2551

110 South Adams Street
P. O. Drawer F
Nevada, MO 64772
Jack Brock, District Supervisor
Telephone: (417) 667-5081
(417) 667-5082

9378 Olive Boulevard
Olivette, MO 63132
Martin Haselhorst, District Supervisor
Telephone: (314) 991-4330
2717 Westwood Boulevard
P. O. Box 968
Poplar Bluff, MO 63901
Bob Winchester, District Supervisor
Telephone: (314) 686-1194

1202 Homelife Drive
P. O. Box 879
Rolla, MO 65401
Wilton Painter, District Supervisor
Telephone: (314) 341-1712

1360 South 5th, Suite 370
St. Charles, MO 63301
Louis Wyrsch, District Supervisor
Telephone: (314) 946-2788

State Office Building
525 Jules, Suite 201
St. Joseph, MO 64501
James Pawlowski, District Supervisor
Telephone: (816) 387-2280

St. Joseph Hospital
3400 Frederick Avenue
P. O. Box 263
St. Joseph, MO 64502
Ronald Lawhorne, District Supervisor
Telephone: (816) 232-8455 Ext. 406

Shell Building
1221 Locust Street, Suite 350
St. Louis, MO 63103
John Normile, District Supervisor
Telephone: (314) 231-2340

Kenrick Plaza Shopping Center
Suite 100-B
7435 Watson Road
St. Louis, MO 63119
Alice Geary, District Supervisor
Telephone: (314) 962-1125

2903 D West Broadway
Sedalia, MO 65301
Ted D. Cox, District Supervisor
Telephone: (816) 827-1666
(816) 827-1751

149 Park Central Square, Room 526
Springfield, MO 65806
Garland Hammons, District Supervisor
Telephone: (417) 837-4397

1578 Imperial Center
P. O. Box 166
West Plains, MO 65775
Charles Kimberlin, District Supervisor
Telephone: (417) 256-8294

COUNSELORS FOR THE DEAF

Neal Newland
Shell Building
1221 Locust Street
St. Louis, MO 63103
Telephone: (314) 231-2340

Susan Murray
9378 Olive Boulevard
Olivette, MO 63132
Telephone: (314) 991-4330

Ralph Owen
2717 Westwood Boulevard
P. O. Box 968
Poplar Bluff, MO 63901
Telephone: (314) 686-1194

Charles Bland
Fulton State Hospital
Auxiliary Building
East Fifth Street
Fulton, MO 65251
Telephone: (314) 592-2345

Lois Craighead
149 Park Central Square
Room 526
Springfield, MO 65806
Telephone: (417) 837-4397

Denise Thorp
1734 East 63rd Street
Room 201
Kansas City, MO 64110
Telephone: (816) 363-5818

Connie Corbett
2700 Rockcreek Parkway
Suite 108
North Kansas City, MO 64117
Telephone: (816) 842-6422

STATE SCHOOLS FOR THE SEVERLY HANDICAPPED

Danny Carroll, Principal
Greene Valley State School
1601 East Pythian
Springfield, MO 65802
Telephone: (417) 837-6848
(417) 837-6849

Mrs. Jacquelyn A. Duncan, Principal
Mapaville State School
Jct. Hwy. A and Z, Box 58
Mapaville, MO 63065
Telephone: (314) 937-3633
(314) 937-5253

Mrs Carolyn A. Becker, Principal
H. Kenneth Kirchner State School
1403 Riverside Drive
Jefferson City, MO 65101
Telephone: (314) 636-7142

Susan F. Barwick
Shady Grove State School
2400 High Street
Poplar Bluff, MO 63901
Telephone: (314) 785-5492

Carl L. McDaniel, Principal
Lakeview Woods State School
351 West Gregory, R. R. Box 179B
Lee's Summit, MO 64063
Telephone: (816) 373-5657 or
(816) 373-5656

Karen R. Kaufmann
Boonslick State School
321 Knaust Road
St. Peters, MO 63376
Telephone: (314) 272-1212
(314) 441-6465

Mrs. Judith E. Sides, Principal
Delmar Cobble State School
108 West Craig Street
Columbia, MO 65202
Telephone: (314) 442-6482

Mrs. Lynda H. McCray, Principal
Maple Valley State School
2575 N. E. Barry Road
Kansas City, MO 64155
Telephone: (816) 436-7747
(816) 436-7748

Clarence R. Bennett
State School No. 10
Highway 162
P. O. Box 187
Clarkton, MO 63837
Telephone: (314) 448-3773

Mari Jo Lynch
Parkview State School
1020 South Parkway Drive
Cape Girardeau, MO 63701
Telephone: (314) 339-5799

Arnold C. Davenport, Principal
B. W. Sheperd State School
2727 Tracy Avenue
Kansas City, MO 64109
Telephone: (816) 842-4644
(816) 842-4645

Mr. Louis M. Buryn, Principal
Hubert Wheeler State School
5707 Wilson Avenue
St. Louis, MO 63110
Telephone: (314) 645-4712
(314) 645-4713

Julie K. Stewart
Lillian Schaper State School
Independence Drive
Route 3, Box 86
Bowling Green, MO 63334
Telephone: (314) 324-3257

Mrs. Deborah A. Allen
Special Acres State School
519 8th Street
Flat River, MO 63601
Telephone: (314) 431-3076

Mrs. Candace F. Mallory
State School No. 18
Valley View Drive
West Plains, MO 65775
Telephone: (417) 256-2880

Laretta M. Wells
Verelle Peniston State School
1530 Clay Street
Chillicothe, MO 64601
Telephone: (816) 646-4215

Mrs. Robin R. Williams, Principal
E. W. Thompson State School
1520 Thompson Boulevard
Sedalia, MO 65301
Telephone: (816) 826-6520

Mrs. Pamela K. Tomson
B. W. Roberson State School
300 Lanning Lane
Rolla, MO 65401
Telephone: (314) 364-1123

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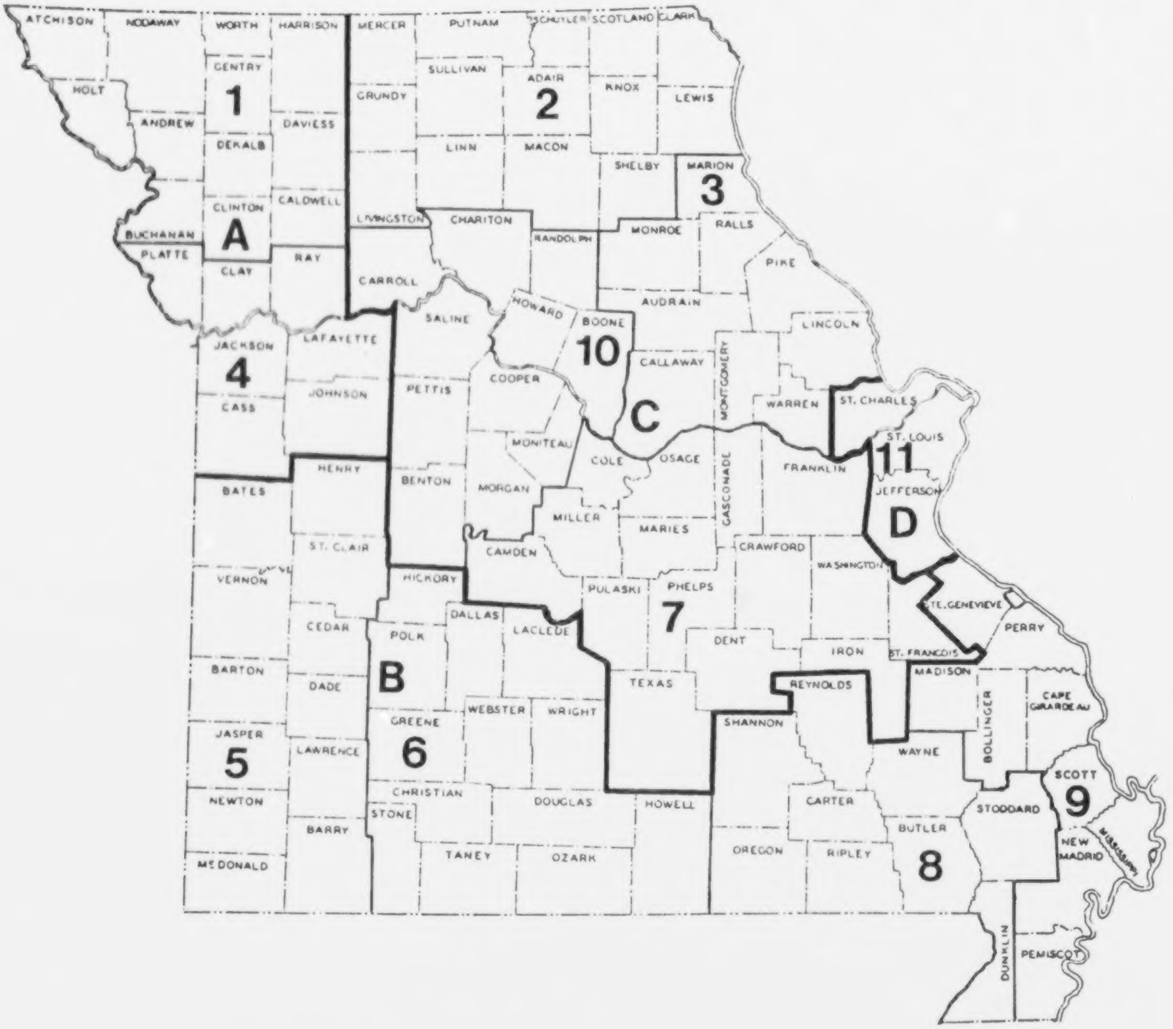
MISSOURI'S REGIONAL CENTERS & THEIR SERVICE AREAS
DIVISION OF MENTAL RETARDATION - DEVELOPMENTAL DISABILITIES


ATCHISON
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ST. CHARLES
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ST. FRANCOIS
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REYNOLDS
WEBSTER
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CAPE GIRARDEAU
JASPER
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SHANNON
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LAWRENCE
WAYNE
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SCOTT
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NEWTON
STONE
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HOWELL
CARTER
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BUTLER
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NEW MADRID
MISSISSIPPI
TANEY
OZARK
OREGON
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McDONALD
DUNKLIN
PEMISCOT

———— **Regions**

1 - Albany Regional Center
2 - Kirksville Regional Center
3 - Hannibal Regional Center
4 - Kansas City Regional Center
5 - Joplin Regional Center
6 - Springfield Regional Center
7 - Rolla Regional Center
8 - Poplar Bluff Regional Center
9 - Sikeston Regional Center
10 - Central Missouri Regional Center
11 - St. Louis Regional Center

▬▬ **Service Areas (Long-Term Facilities)**

Service Area A - Higginsville Habilitation Center
Service Area B - Nevada Habilitation Center
Service Area C - Marshall Habilitation Center
Service Area D - Bellefontaine Habilitation Center and St. Louis Developmental Disabilities Treatment Center

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EXTENDED EMPLOYMENT SHELTERED WORKSHOPS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

P. O. Box 480
4th Floor, Jefferson Building
Jefferson City, MO 65102
Otis E. Thompson, Director
Extended Employment Sheltered Workshop Program
Telephone: (314) 751-3547

BIG SPRINGS SHELTERED WORKSHOP, INC.

Route 2, Box 2347
Van Buren, MO 63965
Edwina Carnahan, Manager
Telephone: (314) 323-8507

BLUE VALLEY INDUSTRIES

1608 Prospect
Kansas City, MO 64127
Paul Reiff, Manager
Telephone: (816) 483-1620

BOONE CENTER WORKSHOP, INC.

927 East Terra Lane
O'Fallon, MO 63366
Fulvio Franzi, Manager
Telephone: (314) 272-6079

BOONSLICK INDUSTRIES, INC.

P. O. Box 239
1620 Ashley Road
Boonville, MO 65233
Linda Ordelheido, Manager
Telephone: (816) 882-5576

CANTERBURY ENTERPRISES

9359 Watson Industrial Park
Crestwood, MO 63126
William A. Barr, Manager
Telephone: (314) 961-2949

CAPE GIRARDEAU COMMUNITY SHELTERED WORKSHOP

1330 State Hwy. 74
P. O. Box 831
Cape Girardeau, MO 63701
Hilary Schmittzehe, Director
Telephone: (314) 334-9661

CAPITOL PROJECTS, INC.

2001 East McCarty
Jefferson City, MO 65101
Kenneth Wagner, Manager
Telephone: (314) 634-3660

CASCO AREA WORKSHOP

1800 Vine Street
P. O. Box 506
Harrisonville, MO 64701
Peggy Kutchback, Manager
Telephone: (816) 884-2051

CENTRAL MISSOURI SHELTERED ENTERPRISES

Hwy. 63 South
P. O. Box 279
Columbia, MO 65205
Dale Crane, Manager
Telephone: (314) 442-6935

CHARITON COUNTY EE SHELTERED WORKSHOP

Route 1
Keytesville, MO 65261
Steve Hartman, Manager
Telephone: (816) 288-3693

CHRISTIAN COUNTY ENTERPRISES, INC.

Route 2, Box 160-2
Nixa, MO 65714
Elnora Handley, Manager
Telephone: (417) 725-5310

CLINCO SHELTERED INDUSTRIES, INC.

1205 West Grand
Cameron, MO 64429
Evelyn Clemons, Manager
Telephone: (816) 632-3966

COMMUNITY OPPORTUNITIES, INC.

1001 South Osteopathy Street
Kirksville, MO 63501
Ellen Tomich, Manager
Telephone: (816) 665-5768

COMMUNITY SHELTERED WORKSHOP

Box 586, 515 Northwest Street
Sikeston, MO 63801
Harvey Cooper, Manager
Telephone: (314) 472-0583

COOPERATIVE WORKSHOPS, INC.

P. O. Box 1565
Sedalia, MO 65301
John Chambers, Manager
Telephone: (816) 827-2100
Fax: (816) 827-3034

COTTON BOLL SHELTERED WORKSHOP

Route 2, Box 821
Kennett, MO 63857
Nancy Nichols, Manager
Telephone: (314) 888-2666

CROWDER INDUSTRIES

P. O. Box 86
Neosho, MO 64850
June Stonecipher, Manager
Telephone: (417) 451-5075

CURRENT RIVER SHELTERED WORKSHOP

Route 3, Box 154
Doniphan, MO 63935
Telephone: (314) 996-2707
Jeff Taylor, Manager

DOCO, INCORPORATED

Route 5, Box 41
Ava, MO 65608
Lou Prince, Manager
Telephone: (417) 683-3915

ENTERPRISES UNLIMITED, INC.

P. O. Box 315
Bolivar, MO 65613
Elizabeth Simmons, Manager
Telephone: (417) 326-6464

FLORISSANT VALLEY SHELTERED WORKSHOP

210 Rue St. Francois
Florissant, MO 63031
Stephen Frank, Manager
Telephone: (314) 839-1406

FOUNDATION WORKSHOP FOR THE HANDICAPPED

12600 3rd Street
Grandview, MO 64030
Elizabeth Wennersten, Manager
Telephone: (816) 763-7822

HANDI-SHOP, INC.

516 East Liberty
Mexico, MO 65265
Connie Hale, Manager
Telephone: (314) 581-1191

HARRISON COUNTY SHELTERED WORKSHOP

407 South 18th Street
Bethany, MO 64424
Susan Legaard, Manager
Telephone: (816) 425-6300

THE HELPING HAND OF GOODWILL INDUSTRIES

1817 Campbell
Kansas City, MO 64100
Jo Parent, Director
Telephone: (816) 842-7425

HOPE HAVEN INDUSTRIES, INC.

304 Clay
Chillicothe, MO 64601
James R. Dye, Jr., Manager
Telephone: (816) 646-5172

IBS INDUSTRIES, INC.

1085 Yuma
Independence, MO 64055
Stan Shurmantine, Manager
Telephone: (816) 796-7070

IDEAL INDUSTRIES

479 North Thornton
Richmond, MO 64085
Bob McCorkendale, Manager
Telephone: (816) 776-7137

INDUSTRIAL AID, INC.

4417 O'Leatha
St. Louis, MO 63116
Ken Koen, Manager
Telephone: (314) 773-3200

INDUSTRIAL OPPORTUNITIES, INC.

510 Vine
P. O. Box 44
Kahoka, MO 63445
Garyl Meinhardt, Manager
Telephone: (816) 727-2515

INDUSTRIAL SERVICE CONTRACTORS

Route 3, Box 566B
Warrensburg, MO 64093
Linda Gerardo, Manager
Telephone: (816) 747-9212

INNOVATIVE INDUSTRIES, INC.

2605 Grand Avenue
Carthage, MO 64836
Larry Lloyd, Manager
Telephone: (417) 358-6891

ITE, INCORPORATED

4621 World Parkway Circle
Berkeley, MO 63134
Mary Piazza, Manager
Telephone: (314) 429-0866

JEFFCO SUBCONTRACTING

2065 Pomme Road
Arnold, MO 63010
Robert Faucett, Manager
Telephone: (314) 296-6211

JOPLIN WORKSHOP, INC.

P. O. Box 1609
Joplin, MO 64801
Kenneth Zantow, Manager
Telephone: (417) 781-2862

JVS WORKSHOP

1608 Baltimore
Kansas City, MO 64108
Jerry L. Tindall, Manager
Telephone: (816) 471-2808

KINGDOM PROJECTS, INC.

2990 North Business 54
Fulton, MO 65251
Jeffery Coleman, Manager
Telephone: (314) 642-7333

LACLEDE INDUSTRIES

941 Utah
Lebanon, MO 65536
Larry C. Young, Manager
Telephone: (417) 588-3241

LAFAYETTE COUNTY ENTERPRISES, INC.

109 West 19th Street
Higginsville, MO 64037
James Mikulin, Manager
Telephone: (816) 584-7232

LAFAYETTE WORK CENTER

179 Gaywood Drive
Manchester, MO 63011
George Schumacher, Manager
Telephone: (314) 227-5666

LAKE AREA INDUSTRIES

Route 2, Box 567
Camdenton, MO 65020
Joyce Wardenburg, Manager
Telephone: (314) 346-7934

LAMAR SHELTERED WORKSHOP, INC.

700 East 20th
Lamar, MO 64759
Harold Keatts, Manager
Telephone: (417) 682-3506

LINCOLN COUNTY
SHELTERED WORKSHOP, INC.

1386 South Main Street
Troy, MO 63379
Robert Wermuth, Manager
Telephone: 314) 528-8869

MACON DEVERSIFIED INDUSTRIES

700 Enterprise Road
Macon, MO 63552
Cleva Lew Roth, Acting Manager
Telephone: (816) 385-3111

MANUFACTURERS ASSISTANCE GROUP (MAG)

P. O. Box 632
Poplar Bluff, MO 63901
David Peters, Manager
Telephone: (314) 785-1624

MISSOURI COMMUNITY IMPROVEMENT INDUSTRIES (MCII)

105 Burks Road
Farmington, MO 63640
Lesa Steelman-McDonald, Manager
Telephone: (314) 756-6406

MONETT AREA E.E. WORKSHOP, Inc.

1201 Broadway
Monett, MO 65708
Eugene Burleson, Manager
Telephone: (417) 235-3191

MONROE CITY SHELTERED WORKSHOP

201 North Locust Street
P. O. Box 206
Monroe City, MO 63456
Polly Johnson, Manager
Telephone: (314) 735-4751

NOCOMO INDUSTRIES, INC.

319 South Newton
Maryville, MO 64468
Rich Hallenberg, Manager
Telephone: (816) 582-2928

NORTHEAST MISSOURI COOPERATIVE WORKSHOP

659 Clinic Road
Hannibal, MO 63401
Gary Brown, Manager
Telephone: (314) 221-3211

NORTHWEST MISSOURI ACHIEVEMENT WORKSHOP (NO WE MO)

Highway 136 East
P. O. Box 29
Rock Port, MO 64482
John Scott, Manager
Telephone: (816) 744-2758

OPPORTUNITY ENTERPRISES

P. O. Box 455
Carrollton, MO 64633
Ken Epley, Manager
Telephone: (816) 542-1401

OPPORTUNITY SHELTERED INDUSTRIES

P. O. Box 122
Houston, MO 65483
Anthony J. Leier, Manager
Telephone: (417) 967-3608

OPPORTUNITY WORKSHOP, INC.

P. O. Box 160
Stanberry, MO 64489
Bob Pickerel, Manager
Telephone: (816) 783-2093

OREGON COUNTY SHELTERED WORKSHOP

P. O. Box 459
Alton, MO 65606
Greg England, Manager
Telephone: (417) 778-6332

OZARK SHELTERED INDUSTRIES, INC.

Planned Progress Park
Box 79
Pomona, MO 65789
Courtney Murphy, Manager
Telephone: 9417) 257-1550

PEMISCOT PROGRESSIVE INDUSTRIES

P. O. Box 475
705 West Washington
Hayti, MO 63851
Martha Viar Stevens, Manager
Telephone: (314) 359-1551

PIKE COUNTY SHELTERED WORKSHOP

Junction 61 and 161
Bowling Green, MO 63334
Dennis Helm, Manager
Telephone: (314) 324-2205

PROJECT WORKSHOP, INC.

6301 Manchester
St. Louis, MO 63139
David Hurst, Manager
Telephone: (314) 647-3300

PULASKI COUNTY SHELTERED WORKSHOP

P. O. Box 576
Crocker, MO 65452
Arvil Cotton, Manager
Telephone: (314) 736-5359

QUALITY INDUSTRIES OF THE LAKE OF THE OZARKS

300 North Monroe
Versailles, MO 65084
Carol Elsemon, Manager
Telephone: (314) 378-6122

QUALITY PRODUCTS, INC.

P. O. Box 196
1004 East Locust
Nevada, MO 64772
Telephone: (417) 667-8944
T. Clem McFarland, Manager

RANDOLPH COUNTY SHELTERED WORKSHOP

1800 Leah Lane
Moberly, MO 65270
Dave Riley, Manager
Telephone: (816) 263-6202

REHABILITATION INSTITUTE INDUSTRIES, INC.

1020 East 12th Street
Kansas City, MO 64106
Gene Livingston, Manager
Telephone: (816) 756-2250

REYNOLDS COUNTY SHELTERED WORKSHOP

P. O. Box 45
Highway 106 West
Ellington, MO 63638
Telephone: (314) 663-2505
Terry Williams, Manager

RIVER BLUFF INDUSTRIES

P. O. Box 121
Hermann, MO 65041
Muriel Brison, Manager
Telephone: (314) 486-2152

ROLLA AREA SHELTERED WORKSHOP

P. O. Box 961
Rolla, MO 65401
Ruby Bell, Manager
Telephone: (314) 364-2883

SCENIC RIVERS SHELTERED INDUSTRIES

P. O. Box 64
Salem, MO 65560
Larry McGuirk, Manager
Telephone: (314) 729-6264

SERVICES FOR EXTENDED EMPLOYMENT (SEE)

No. 6 Industrial Drive
P. O. Box 8
Piedmont, MO 63957
Jerry Turner, Manager
Telephone: (314) 223-7705

SERVICES FOR EXTENDED EMPLOYMENT AND DEVELOPMENT, INC. (SEED)

1727 Locust
St. Louis, MO 63103
James Williams, Manager
Telephone: (314) 241-3464

SHELTERED INDUSTRIES OF THE MERAMEC VALLEY, INC.

858 Acid Mine Road
Sullivan, MO 63080
Telephone: (314) 468-3888
Randy Bailey, Manager

SHELTERED WORKSHOPS, INC.

1902 West Main Street
Washington, MO 63090
Thomas E. Fenner, Manager
Telephone: (314) 239-2744

SOUTHEAST WORKSHOP FOR THE HANDICAPPED

P. O. Box 9473
Kansas City, MO 64133
Dee Ann Stock, Manager
Telephone: (816) 353-2704

SPRINGFIELD WORKSHOP

P. O. Box 4811
Glenstone Station
Springfield, MO 65804
Larry L. Young, Manager
Telephone: (417) 866-2339

ST. JOSEPH SHELTERED WORKSHOP

415 North Third
Station A, Box 3248
St. Joseph, MO 64501
Gloria Donelan, Manager
Telephone: (816) 232-8083

STE. GENEVIEVE COUNTY SHELTERED WORKSHOP

Industrial Drive
P. O. Box 166
Ste. Genevieve, MO 63670
Fred L. Grein, Manager
Telephone: (314) 883-7431

STODDARD COUNTY SHELTERED WORKSHOP

North Harris Commercial Park
Highway 114 West
P. O. Box 505
Dexter, MO 63841
James LaBrot, Manager
Telephone: (314) 624-5971

TANTONE INDUSTRIES, INC.

P. O. Box 517
Branson, MO 65616
John Senne, Manager
Telephone: (417) 334-7447

TEMCO ENTERPRISES, INC.

RFD 2, Box 187
Marthasville, MO 63357
Bob Engemann
Telephone: (314) 433-2335

THREE RIVERS SHELTERED INDUSTRIES, INC.

P. O. Box 99
Birch Tree, MO 65438
Angie McAfee, Manager
Telephone: (314) 292-3768

TRI-COUNTY SHELTERED WORKSHOP, INC.

9 South Mechanic
Butler, MO 64730
Robert E. Scifers, Manager
Telephone: (816) 679-3667

UNIQUE SERVICES, INC.

Cedar Center
Mountain Grove, MO 65711
Gary Hill, Manager
Telephone: (417) 926-6345

UNIVERSAL SHELTERED WORKSHOP

6912 West Florissant Avenue
St. Louis, MO 63136
Mary Duerbeek, Manager
Telephone: (314) 389-7072

VOCATIONAL SERVICES CLAY-PLATTE RETARDED CHILDRENS COMPANY

101 West 18th Avenue
North Kansas City, MO 64116
D. J. Wasserstrom, Manager
Telephone: (816) 421-7440

WAC INDUSTRIES, INC.

8520 Mackenzie Road
St. Louis, MO 63123
John Miller, Manager
Telephone: (314) 631-8300

WARREN COUNTY SHELTERED WORKSHOP, INC.

P. O. Box 7
Warrenton, MO 63383
Carol Marlowe, Manager
Telephone: (314) 456-4800

WEB-CO CUSTOM INDUSTRIES, INC.

P. O. Box 486
Marshfield, MO 65706
Lawrence J. Emrick, Manager
Telephone: (417) 468-5890

WORTH INDUSTRIES, INC.

3501 North Broadway
St. Louis, MO 63147
Ed J. Brennan, Manager
Telephone: (314) 231-6600

FEDERAL AGENCIES

U. S. DEPARTMENT OF EDUCATION

Office for Civil Rights, Region VII
8th Floor
10220 North Executive Hills Blvd.
P. O. Box 901381
Kansas City, MO 64190-1381
Telephone: (816) 891-8026 (Voice)
(816) 374-6461 (TTY)
Charles J. Nowell, Acting Director

SMALL BUSINESS ADMINISTRATION

Kansas City District Office
Lucas Place
323 West 8th, Suite 501
Kansas City, MO 64105
Telephone: (816) 374-6701

St. Louis District Office
815 Olive, Room 242
St. Louis, MO 63101
Telephone: (314) 539-6600

Handicapped loan assistance programs.

UNITED STATES OF AMERICA OFFICE OF PERSONNEL MANAGEMENT

Federal Job Information Center
134 Federal Building
601 East 12th Street
Kansas City, MO 64106
Telephone: (816) 426-5702

U. S. OFFICE OF PERSONNEL MANAGEMENT

Federal Job Information Center
815 Olive, Room 400
St. Louis, MO 63101
Walk-in hours: 7:30 a.m. to 3:30 p.m.
Monday through Friday
Telephone: (314) 539-2285
24 hour "Hot Line"

OFFICE FOR CIVIL RIGHTS U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES-REGION VII

601 East 12th Street, Room 248
Kansas City, MO 64106
Telephone: (816) 426-7277
(816) 426-7065 TTY
(816) 426-3686 FAX
Lois V. Carter, Regional Manager

UNITED STATES DEPARTMENT OF LABOR REGION VII

Regional Office
U.S. Department of Labor/ESA
Office of Federal Contract
Compliance Programs
911 Walnut Street, Room 2011
Kansas City, MO 64106

District Office
Mr. Alphonzo Rudd
District Director
U.S. Department of Labor/ESA
Office of Federal Contract
Compliance Programs
801 Walnut, Suite 201
Kansas City, MO 64106

U.S. Department of Labor/ESA
Office of Federal Contract
Compliance Programs
1222 Spruce Street, Room 10.207
St. Louis, MO 63103

SOCIAL SECURITY ADMINISTRATION

Contact Social Security office nearest you.

SERVICES TO VETERANS

AMERICAN LEGION

State Headquarters
3341 American Avenue
P. O. Box 179
Jefferson City, MO 65102
Telephone: (314) 893-2353

Columbia Office
Harry S. Truman Memorial V. A.
Medical Center, Room C-148
800 Hospital Drive
Columbia, MO 65201
Thomas E. Watson, Asst. S.O.
Telephone: (314) 443-2511 Ext. 6822
(314) 276-6822 FTS

Kansas City Office
Jean M. Truman
4801 East Linwood Boulevard
Kansas City, MO 64128

St. Louis Office
Gary W. Jones
c/o V A R O
1520 Market Street
St. Louis, MO 63103
Telephone: (314) 231-1759

AMVETS DEPARTMENT OF MISSOURI

State Headquarters
8708 Link Avenue
St. Louis, MO 63121
Bob Monroe, State Adjutant

DISABLED AMERICAN VETERANS DEPARTMENT OF MISSOURI

New Federal Building
1520 Market Street
Room 4705
St. Louis, MO 63103
William E. Leach, Jr.
National Service Officer
Telephone: (314) 539-3187

RFD No. 1
Bowling Green, MO 63334
Rufus Singleton

525 Highland Drive
Jackson, MO 63755
Gilbert E. Sewing, Adjutant

P. O. Box 1131
Jefferson City, MO 65102
Paul Pealer, Jr., Adjutant

2121 North Rogers
Springfield, MO 65803
Deryl D. Carban
Telephone: (417) 869-0265

5607 South Second
St. Joseph, MO 64504
Abner McKinnon

3627 Kossuth
St. Louis, MO 63107
Larry Endicott, Commander

ERNESTINE SCHUMANN-HEINK CHAPTER NO. 2 MISSOURI DISABLED AMERICAN VETERANS

8787 Old Santa Fe Road
Kansas City, MO 64138
Telephone: (816) 765-8787

NATIONAL ALLIANCE OF BUSINESS

Regional Service Office, Central Region
Glen Lakes Tower
9400 North Central Expressway
Dallas, TX 75231
Telephone: (213) 373-0854

PARALYZED VETERANS OF AMERICA NATIONAL SERVICE OFFICE-ST. LOUIS

1520 Market Street, Room 4015
St. Louis, MO 63103
Fred L. Bradley
National Service Officer
Cheryl Hamrick, Secretary
Telephone: (314) 539-3921
(314) 262-3921 FTS

SOUTHEAST MISSOURI STATE UNIVERSITY OFFICE OF VETERANS AFFAIRS

Room 129, Academic Hall
Cape Girardeau, MO 63701
Telephone: (314) 651-2890

VETERANS AFFAIRS HOSPITALS

Harry S. Truman Mem. Veterans Hospital
800 Hospital Drive
Columbia, MO 65201
Telephone: (314) 443-2511

Dept. of Veterans Affairs Medical Center
Jefferson Barracks Division
St. Louis, MO 63125
Telephone: (314) 487-0400

Dept. of Veterans Affairs Medical Center
Personnel (05-JB)
St. Louis, MO 63125
Telephone: (314) 894-6620

Dept. of Veterans Affairs Medical Center
4801 Linwood Boulevard
Kansas City, MO 64128
Telephone: (816) 861-4700 Ext. 3285

Handicapped Placement Coordinator
Personnel Service (05)
V.A. Medical Center
Poplar Bluff, MO 63901
Telephone: (314) 686-4151

VETERANS AFFAIRS REGIONAL OFFICE

1520 Market Street
St. Louis, MO 63103
D. R. Ramsey, Director
Telephone: (314) 342-1171

VETERANS OF FOREIGN WARS

State Headquarters
1505 East High Street
P. O. Box 26
Jefferson City, MO 65102
M. W. Bryant, State Adjutant

J. D. White
State Commander
1011 East Atchison
Jefferson City, MO 65101

OFFICES LOCATED IN:

1520 Market Street, Room 4607-A
St. Louis, MO 63103
Dennis F. Flynn, Dept. Service Officer
Telephone: (314) 539-3186
(314) 539-3123

J.J. Cochran Veterans Admin. Med. Center
915 North Grand, Room B-9
St. Louis, MO 63106
Forest E. Lane, Hospital Service Officer
Telephone: (314) 289-6382

4801 Linwood
Room N.E. 101
Kansas City, MO 64128
Ron Wooderson, Assistant Service Officer
Telephone: (816) 861-4700 Ext. 3380
(816) 923-2273

800 Stadium
Room C-144
Columbia, MO 65201
Jack D. Beasley, Jr.
Assistant Service Officer
Telephone: (314) 443-2511, Sta. 6821

VIETMAN VETERANS LEADERSHIP PROGRAM, INC.

724 North Union Boulevard, 2nd Floor
St. Louis, MO 63108
Telephone: (314) 367-5505

Provides free information and assistance on a one-stop basis to any U.S. veteran, eligible dependent or survivor. The VVLP provides the following services to any U. S. veteran:

Information & referral services for disabled children of Vietnam veterans, especially those who were exposed to Agent Orange while in Vietnam Family counseling for Vietnam veterans and their families Transitional housing for homeless Vietnam veterans and their families Job counseling, development and placement Small business start-up, consulting and networking On-the-job training, Adult basic education, Emergency food Help with VA forms and procedures, Social service benefits, Presentation to schools and colleges, Media information support.

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GUIDE FOR USING DIRECTORY INDEXES

The Directory of Organization Resources for People with Disabilities contains two separate indexes. The first index is an Alphabetical Index in which all the agencies/organizations in the Directory are listed in alphabetical order. The agencies/organizations are listed according to the letters in their title and not according to the specific area they deal with. For example, if you want to find what page the American Association for the Blind is listed on, you you would look under A for American, not under B for blind. If you were looking for Governor's Committee on Employment of People with Disabilities, you would look under G.

The second index is a Geographic Index which lists each city and town in which an agency/organization listed in the Directory is located. The cities and towns are listed in alphabetical order. Under each city or town, the agencies/ organizations which are located in that town are listed in alphabetical order. For example, if you were looking for Columbia chapter of the Governor's Committee on Employment of People with Disabilities you would look under C for Columbia.

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